

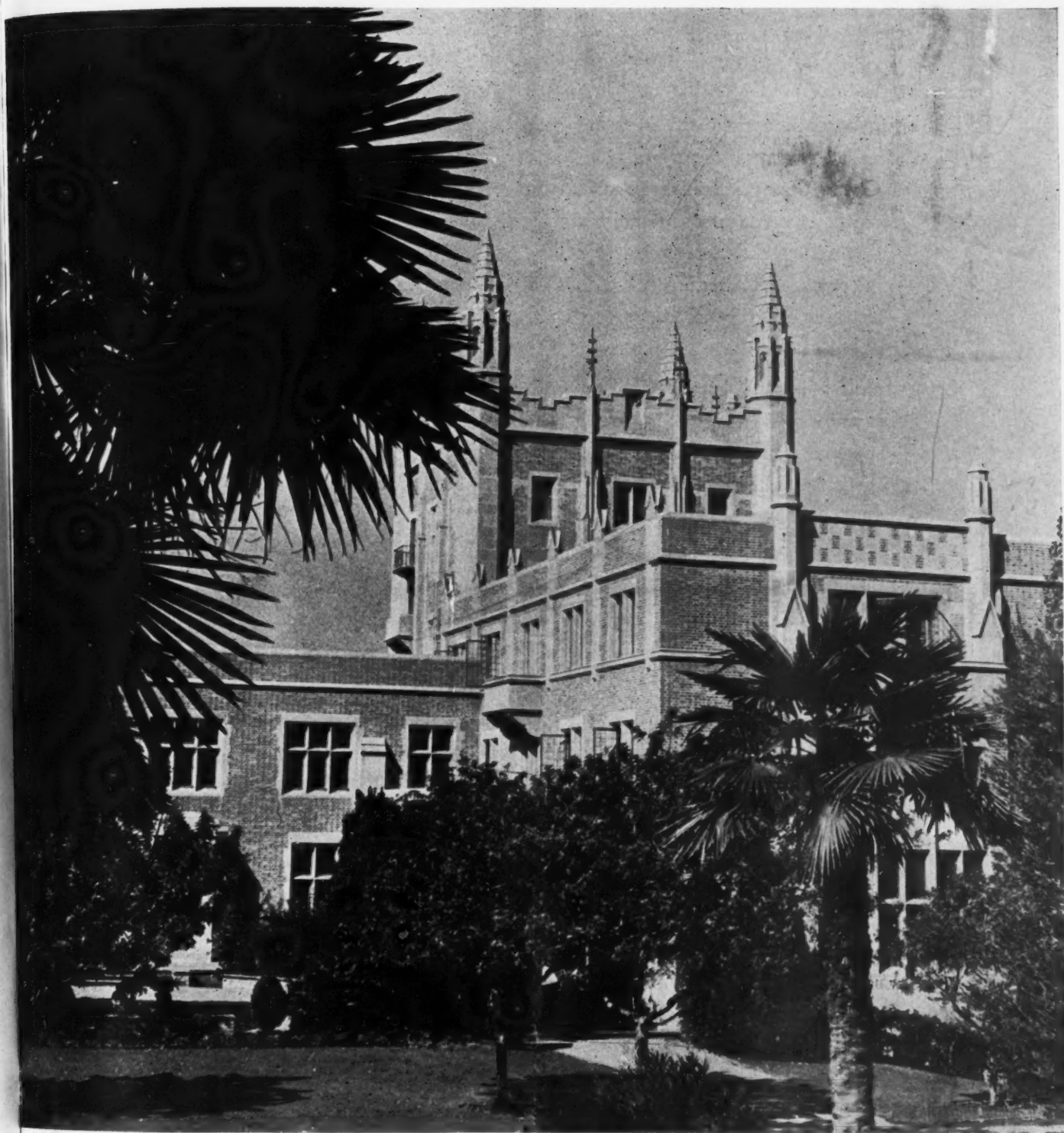
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EDUCATIONAL NEWS



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CALIFORNIA TEACHERS ASSOCIATION

MESSAGES
TO AMERICAN
SCHOOL TEACHERS

No. 12

The Need for a Basic Understanding

"THE WAR TECHNICALLY IS OVER. Few of our people realize that this cruellest of all wars was merely an interlude in a world revolution," says Alonzo G. Grace, State Commissioner of Education of Connecticut. "The war was a physical expression of an intellectual conflict that has not been settled. We have disposed of Hitler, Mussolini and Tojo, but the elimination of the leader does not guarantee the termination of the ideology, either of the leader or of the movement which he sponsored.

"The totalitarian mind a generation ago began to spread its poisonous philosophy and unprincipled procedures world-wide. By conquering school systems; by operating through centralized ministries of education; by organizing youth nationally for *service to the state*; by crushing free institutions; by organizing a massive military machine, and by creating an atmosphere of false security, dictatorship triumphed.

"The sovereignty of the people and the dignity of the individual became abandoned ideals. The state became the fundamental basis for living. Dictatorships do not arise from spontaneous revolution, but from single acts which, when fully organized and nurtured, reduce the individual overnight to a state of intellectual, moral and even physical subservience.

"It is not too early to begin an evaluation and, in many cases, a reorganization of the content of the social studies as now taught in our schools. The need for a basic understanding of our liberty; of our human and natural resources; of our position in world affairs, and of geography and history is evident.

"We must raise a generation committed to the improvement of our democracy and constitutional government. Accurate information on significant current developments is a necessary adjunct in this task. As such, *The Reader's Digest* provides a concise, readable handbook of world events and trends. Newspapers and magazines are textbooks on modern problems, and should be so used."

The Reader's Digest

SIERRA EDUCATIONAL NEWS

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A Thought for the New Year

A Message from John F. Brady, President of California Teachers Association

AN old year has passed and all of us are aware, somehow, that the old past is irrevocably gone with it and we have entered not only on a new year but into a new age.

1945 highlighted a sweep of events that will make it a tremendous year when measured against the backdrop of history. The great war, fought to salvage civilization against the threat of doom, ended in total victory. Germany's invincible hordes were rendered impotent; Japan's bid for overlordship was liquidated; the dream of all mankind, a charter pledging the nations of the world to peace, was ratified.

But even these events, tremendous as they were, are of less significance than the knowledge that henceforth we must live in the presence of the power of a tiny atom.

The frightening thing that happened at Hiroshima has brought us face to face with the realization that the old pattern of world politics that has plagued mankind since the days of Charlemagne has been outdated and must, once and for all, be discarded for a pattern of human relations more attuned to the needs of men and less concerned with such soulless things as spheres of influence or manifest destinies or economic blocs.

The releasing of the energy that was locked in the atom and the fear of the potential for evil that is implicit in its uncontrolled use have struck the minds of men with such a sense of immediacy that they will be a thousand times more effective than statutes or treaties or pious pronouncements in compelling universal acceptance of the fact that the peoples of the world, and their governments, must live by the moral law.

For we must have peace or we perish, the alternatives are just that simple; and peace can have permanence only when trust displaces suspicion and charity finds its place in the consciences of nations. "God works in a mysterious way, His wonders to perform."

Let us accept this fact with all our souls and order our thinking to conform to this acceptance. The institutions upon which men's hopes must be anchored are educational and moral. Too much has been said and written in measuring the destructive power of this new hand-maid of science.

Let it be the task and the privilege of us teachers to guide the new generation in the knowledge that an instrument of incalculable good to mankind was discovered when the energy of the atom was unloosed.

Let us think through the nature of the peace that we envisage for them and explore with them the untold possibilities of the new day. If our purpose is worthy and our faith unshakable the new day will be, for them, a blessed day.

Sierra

EDUCATIONAL NEWS

JOHN F. BRADY *President*
ROY W. CLOUD *State Executive Secretary*
VAUGHAN MacCAUGHEY *Editor*

VOLUME 42 183

JANUARY 1946

NUMBER 1

CTA SEMI-ANNUAL MEETING

DIGEST OF SEMI-ANNUAL MEETING, CALIFORNIA TEACHERS ASSOCIATION
STATE COUNCIL OF EDUCATION, LOS ANGELES, DECEMBER 15, 1945

Roy W. Cloud

THE regular semi-annual meeting of the California Council of Education, California Teachers Association, was held in the Music Room, Hotel Biltmore, Los Angeles, beginning at 9:30 a.m., December 15, 1945.

After a Salute to the Flag, led by Mrs. Beulah Knight, member of the Board of Directors, the following proxies were presented:

Carl O. Baker for W. Fred Ellis; Sylvester Kelley for Alice Rose Power; Howard Rowe for Mrs. Louise M. Coleman; Ben Larson for John H. Palmer; Helen Holt for William Paden; Helen Hallowell for C. K. Price; Mrs. Agnes W. Meade for Elmer Stevens; Louis Edwards for Robert E. Golway; Harold P. Blome for J. A. Sexson; Archie Anderson for Margaret T. Ross; John King for Waldo Williams; Al Dennis for Erwin Dann; Verne S. Landreth for David Snyder; H. Marie Stiff for Bertha C. D. Nielsen; Robert C. Gillingham for Robert Bruce.

On motion of H. W. Kelly, seconded and carried, the proxies were seated as members of the Council for the day.

The Secretary reported that the Board of Directors recommends the affiliation of the California Council of Adult Education, whose application for affiliation had been received and was in order.

On motion of Mr. Walsh, seconded by Miss Abbott and carried, the affiliation of the California Council of Adult Education was approved.

Mrs. Louise Heyl was seated as the representative of the California Council of Adult Education.

On motion of Dr. Wallace Hall, seconded by Mrs. Moran, the minutes of the Council meeting of December 1944 and April 1945 were approved as mimeographed and sent to the members.

Miss Abbott moved that the special repre-

sentatives sent to the State Council by the various sections be seated as members for the day, and given the privilege of the floor. The motion was seconded and carried.

The State Executive Secretary then read the following report:

To the State Council of Education Greetings:

It is a source of considerable satisfaction that we are able to resume our regular procedure so far as the meetings of the California Council of Education are concerned. Last April, our annual meeting was severely curtailed by the Office of Defense Transportation, which refused to permit the holding of any statewide gathering at which more than 50 members were present. Now that World War II, while not officially over, has been won by our country and its allies, we are happy that we can again continue the normal procedure of our organization.

Since our last meeting, the Grim Reaper has removed the chief school official of California, Dr. Walter Friar Dexter, a tried and true friend of public education. He was stricken and within a few days died. We regret his passing. He was interested in every phase of education and was a true friend of the boys and girls and

teachers of California. We shall miss him.

While there is sorrow at the passing of our late chief, we are happy to report that the Honorable Earl Warren, Governor of California, has appointed as Dr. Dexter's successor, Roy E. Simpson, Superintendent of Schools of South Pasadena, who has been a long-time member and active worker in both California Teachers Association and the State Council of Education. Mr. Simpson assumed his office and has taken up the duties cheerfully. He has already demonstrated to the people of the State that he can carry on this most important work in a manner which will bring credit to the schools of his native State. We are thankful that Governor Warren made such a wise selection and we bespeak the cooperation of every member of California Teachers Association with our new Superintendent of Public Instruction.

The pages of Sierra Educational News have carried the message of the last session of the Legislature to all of the teachers of the State. But that we may have a permanent record in the files of the State Council of Education, it will be necessary for me to recount a few of the achievements of CTA at the 56th Session of the Legislature which ended in June 1945.

Because of the success of Initiative Constitutional Amendment No. 9, which was initiated at the April 1944 meeting of the State Council of Education and carried by the people of California with a majority of approxi-

mately a million votes, California now has a working equalization program for financing the elementary schools of the State. While this program was not the plan of California Teachers Association, the success of our organization in providing constitutional support made equalization possible. There may be some inequalities in the new law, but those can be adjusted from time to time.

Teachers Salaries

Also, because of the passage of Constitutional Amendment No. 9, it was possible at this past session to fix a minimum guaranteed salary for every full-time teacher in California at \$1800 per year. This is a good beginning. However, I trust that this is only a starting point and that within a relatively few years the minimum salary of every full-time teacher in California will be at least \$2400.

It is my earnest desire that within a comparatively short time we shall again be able to put before the people of California a constitutional amendment which will definitely increase all of the constitutional guarantees for public education and include the kindergarten as part of the public school system financed by State apportionments.

I believe that it would be entirely possible for California Teachers Association to present another amendment to the people of California and by consistent work have it enacted. Should this proposal receive the approval of the State Council, I believe that the elementary fund should not be less than \$90, that the secondary fund should not be less than \$115, and that State support for the junior colleges should not be less than \$140 for every pupil in average daily attendance.

In fixing these amounts, I believe that a definite allocation should be specified and that the amounts in excess of this definite sum should be used for equalization so that an equalization fund could be set up for the support of every segment of our public school system.

IN September the Governor of California requested your Secretary to submit to him any suggestions which he believed should be considered at a special session of the Legislature should such a special session be called shortly.

It may be of interest to you that the suggestions which were made were that any call for a special session should include provisions for funds which could be used for

building purposes in the school districts of California.

There is now a huge surplus in the State Treasury and assistance to the districts in providing suitable buildings for the schools of California would constitute a wonderfully fine use for a portion of this surplus.

Such use would not only be of very considerable service to the boys and girls but would also be a factor in saving the taxpayers of California, as the bond issues which would necessarily be passed would not need to be nearly so great if the State would supplement the amounts which local districts would provide for themselves.

The welfare of the teachers of California has been cared for by your Association in the enactment of good retirement, sick leave, and salary laws. It now becomes our duty to study the matter of certification in California and to make definite provisions for insuring an adequate supply of teachers to the schools of the State.

We are informed by the State Department of Education that nearly 11,000 teachers are now teaching on emergency credentials. The emergency which allows teachers to use the present method of certification will soon have passed, but the need for well trained teachers will still be with us as there is an insufficient supply of regularly credentialed instructors.

Emergency Teachers

It will be necessary, therefore, for the Association to assist in the framing of a program which will allow certain of the teachers to have their emergency credentials made permanent.

The teachers of California should urge young people, whom they believe will be good teachers, to enter the teacher training institutions. It may even be necessary for us to endeavor to try to have legislation enacted by which the State will guarantee certain assistance to promising young men and women if they will enter the teacher training institutions and follow the regular teacher training courses there. Such procedure is followed in other sections of the world. California could well follow in this particular line of endeavor.

An effort has been made on the part of the Association during the past year to have the corporate law of the Association changed in order that, should necessity require, the membership on the Board of Directors could be enlarged. This program requires a majority vote of the membership. So far the response to our request for such a vote has not been successful. It looks as though the end of the year would find the Association several thousand votes short of the required number.

A committee is assiduously working at this time, and you will hear their report

today, for an increased enrollment fee in California Teachers Association. Should the membership at large decide to increase the membership fee of California Teachers Association, a very greatly increased amount of service will be rendered to the Association.

It is not for me to say how much the dues should be increased but I do know, after having served the organization for a long time, that the amount now paid is entirely insufficient to conduct the program which should be maintained by an organization of this kind.

Peak Membership

The membership in California Teachers Association is the largest that it has ever been in the history of the organization. 39,402 teachers of California have this year enrolled. I wish that this coming year might see more than 40,000. There is a leeway of perhaps 5,000 who should be enrolled. However, I want to thank the members of the State Council who have assisted so splendidly in securing this large enrollment.

This past year a number of our very fine friends and Council members have passed on. I shall mention only one. Walter Bachrodt, Superintendent of Schools of San Jose, who was so active as a member of this Council and who was chairman of the committee for the passage of Constitutional Amendment No. 9, was taken suddenly during the summer. We shall greatly miss Walter. His fine optimism, his splendid knowledge of educational procedure and his steadfast loyalty to the California Teachers Association and all for which it stands made him prominent in our ranks.

I shall not mention the others, although they were, in their own particular sphere of usefulness, active and energetic in behalf of a good educational program. I think that it would be fitting that the membership of the Council should suggest names of those who have passed on during the year, so that when we close our meeting today we may adjourn in respect to their memory.

CONGRATULATIONS of California Teachers Association and the membership at large throughout the State should be given to our Southern Section, which has provided for itself, in addition to its home for retired teachers, a fine headquarters building which will house the Section activities and provide quarters and meeting places for educational groups who assemble in Los Angeles. The officers and members of the Southern Section have worked assiduously in order that they may have these fine headquarters. We are happy with them at the success of their undertaking.

At this time I want to thank the members at large of the Association, the members of the State Council, members of the Board of

Directors, officers of the Six Sections, and my own associates at headquarters for the fine support which has been given during this year.

Many other matters of concern might be discussed here, but they must be reserved for some other time. In closing, I want to wish every member of California Teachers Association the merriest of Christmases and the happiest of New Years. We are going into a New Year in which we hope there will be peace and plenty.

Adult Education

Mr. Emil O. Toews, Chairman of the Committee on Adult Education, reported as follows:

The Committee on Adult Education met promptly at 9:30 a.m. in Room 6 in the Biltmore Hotel.

The first part of the meeting was devoted to a listing of the problems facing the program of adult education in the State. Each member present was given the opportunity to present what he considered one of the most urgent problems. The following problems were brought out in this survey: (1) The problem of returning veterans desiring college courses in districts where only evening high schools are organized. (2) The apparent conflict, or lack of a clear distinction, between the proper definition of Junior College and Adult Education programs. (3) The need for clarifying the provisions and implications of Senate Bill 261. (4) The need for a more complete study of salaries for adult education teachers and administrators.

It was the feeling of the group that the most immediate problem was that of financing adult education this year. The wording in Senate Bill 261 and the interpretations given by the State Department of Education have resulted in some confusion and consternation. After a lengthy discussion of the problem, two resolutions were passed.

1. Motion made by Mr. Lloyd, seconded by Mr. Cleary, endorsing the State Board of Education's efforts to clarify Senate Bill 261 as it applies to the determination of bases for attendance and financing and supporting the suggested recommendations made by Dr. Mann.

2. Motion made by Mr. MacQuiddy, seconded by Mr. Thomas, that the Board of Directors of the CTA be requested to appoint a state-wide committee composed of Superintendents and Administrators of Adult Education, to work with the State Department of Education toward the clarification of all legislation regarding the financing and administration of Adult Education in the State.

Out of the discussion concerning the financing of adult education during the present year, it became evident that further study needs to be made concerning the definition of adult programs in the State now offered in Junior Colleges, Evening Junior Colleges, Evening High Schools and classes for adults.

After further discussion of various problems in the field of adult education, the motion was made, seconded and passed unanimously, that copies of these minutes be sent to the chairmen of the Adult Education committees in the various sections of the CTA, as well as to members of the committee.

Mr. Toews moved the adoption of the report which motion was seconded and carried.

Certification

Miss Cecilia O'Neil, Acting Chairman of the Committee on Certification, made the following report:

YOUR Committee on Certification met Friday morning. Cecilia O'Neil was appointed to act as Chairman pro tem.

Seven members and eleven guests were present.

After considerable discussion three resolutions were adopted unanimously.

1. That Teacher-Training Institutions, the State Department of Education and the Administrative Agencies in the field be requested to work out a program whereby teachers of potential high competence holding war emergency or emergency credentials may meet in full the requirements for a regular credential.

2. (a) The employment by school districts of persons in positions requiring certification qualifications and the payment of compensation therefor shall be authorized and ratified, confirmed and validated, provided such persons possess valid state credentials for the period of their employment authorizing service in the positions held by such persons.

(b) Amend Education Code 13031 and Education Code 13226 to provide that a person employed in a position requiring certification qualifications must register his credential issued on or before commencement of his employment or within 30 days after commencement of employment and may be paid for service rendered on or after date of issuance of credential provided no order shall be drawn for payment of salary to such person until such credential is registered.

3. That the State Department of Education be requested to initiate a program of recruitment and selection of persons to enter the teaching profession in California. It is suggested that other related agencies such as county and district superintendents, guidance divisions of secondary schools and teacher-training institutions be invited to participate in the program.

At the conclusion of the report Miss O'Neil moved the adoption of the report. A discussion arose as to the wording of the last portion of the report and Miss O'Neil together with Mr. Breyer and Mr. Lentz conferred and reported.

Mr. White moved that resolution No. 2A in the Certification Committee report be approved. The motion was seconded and carried.

Mr. Morris moved that resolution No. 2B of the Certification Committee report be accepted in principle, the principle being that we are going to permit the employment of a person and the payment of a person who has been regularly employed if the teacher is actually the holder of a valid credential. The motion was seconded and carried.

Mrs. Edmiston moved the acceptance of reso-

lution No. 3 of the Certification Committee report which motion was seconded and carried.

Dr. Hall moved that resolution No. 1 of the Certification Committee report be adopted. The motion was seconded and carried.

Roy E. Simpson

The new State Superintendent of Public Instruction, Mr. Roy E. Simpson, was then welcomed by President Brady and was given a rising ovation by the State Council. Mr. Simpson addressed the members of the Council as follows:

MY affection for this fine organization of professional people devoted to the upbuilding of education in California is most sincere.

I cherish your friendship above all else because it is the tried and true friend who helps to carry on when doubt assails.

We have worked together as members and officers of this Association on the various committees and in several capacities. My change of status to the State Superintendent of Public Instruction will not decrease that interest, but will afford me a greater opportunity to carry into practice many of the fine hopes that we school people have for the improvement of our schools. I expect to be able to bring to you from time to time helpful suggestions from those we serve—our public.

Today on all sides there is a strong tide of interest in behalf of better education. People are conscious of the power of education. They have seen its influence for destruction in the enemy countries and its compelling constructiveness in our own.

Our New Age

From all sides we are told that we are entering a new age in the history of man—an age of great forces capable of obliterating all nations. The very power of such a thought causes man to seek a weapon to counteract that fear.

Many believe that a high level of universal education will produce an intelligence capable of teaching man to observe a concern for the common good. It is not sufficient that we merely believe. We must strive to build plans and to implement those plans upon a nationwide basis.

We, in California, have a high literacy record, but we must not forget that we live in an area of transient population. Then, too, our force to improve public education must be felt beyond our own State borders if we would help others to improve the national ratio of literacy. I am but saying we need a greater vision if we are to prepare all of the children of all the people. To

endure, America must have adequate schools to teach all youth good, sound citizenship. You and I know that the kind of education we provide for our people today will determine our future as a nation.

It was Colonel John N. Andrews who stated, "If a country can take a man from the factory, mine, farm, school, or college—subject him to physical and vocational examinations, train him at great expense for many months, supply him with the most expensive equipment, and then send him forth to fight—then, that same country must have the imagination, courage, and willingness to undertake the same kind of program to reconvert that man into a productive civilian."

The tendency of our nation is to make the reconversion and pay for that cost. My plea is to extend greater efforts to all of our youth. Give our youth in peacetime the same consideration we give them in preparing for war.

Glen Frank, in his "A Prayer for Teachers," gives encouragement to us as teachers. I quote just three sentences:

"We have tried to teach our students what to think instead of how to think."

"May we realize that it is important to know the past only that we may live wisely in the present."

"Help us to realize that in the deepest sense, we cannot teach anybody anything; that the best we can do is to help them to learn for themselves."

My wish for you as individuals and as an organization as we face the important days immediately ahead and those that will spread into the years to come is the thought conveyed by the Master on the Mount when He said: "Wherefore by their fruits ye shall know them."

May I look to you, then, as your new Superintendent of Public Instruction, for every support in the perpetuation of all that is good in public education during the time I shall serve you in this office. I believe that you know you may depend upon your State offices of education for every service we can extend."

Mrs. J. J. Garland

Mrs. J. J. Garland, President of the California Congress of Parents and Teachers, then gave a message of greeting as follows:

Mr. Chairman and members of the California Teachers Association:

It has been of keen interest to listen to the reports on Certification of teachers.

At the beginning of the teacher shortage, the California Congress of Parents and Teachers encouraged the mothers with normal certificates to qualify for the emergency credential.

This was not enough. To encourage students of high caliber to enter the elementary teaching field the California Congress of Parents and Teachers set up a fund of \$50,000 for scholarships in teacher education. There were to be 35 scholarships at \$300 for the long time programs and 30 scholarships of \$100 each for emergency credentials.

Letters and application blanks were sent to all principals of secondary schools, presidents of junior and State colleges. Letters were also sent to all local PTA presidents, urging that they implement the program on the local level.

Forty-five of the \$300 scholarships were granted. Some of the students had only 1, 2 or 3 years of college to complete.

Only 18 students applied for the emergency scholarships, which served to indicate that there was not so great a need here.

Our State Board has recently increased the scholarship fund by an additional \$30,000. Information will be sent out to you on these scholarships about March 1. Will you please be on watch for exceptional students who may be encouraged to apply for a teaching scholarship.

In addition to these scholarships we have just set up four \$1000 fellowships for psychiatric social workers. Indeed, the world of the mind must dominate the present world of fear caused by the discovery of the atomic bomb. We shall have to work closely together on these tremendous problems of mutual concern.

Mrs. Verna Moran, Chairman of the Committee on Classroom Teacher Department Presidents, gave the following report:

The Classroom Department Presidents held a meeting at noon on December 14. It was recommended that the Classroom Department concentrate on organizing local teachers clubs as a means of making the work of the California Teachers Association more meaningful and helpful to the classroom teacher and to urge all local organizations to affiliate with the NEA, to the end that more teachers may know the work done by the NEA and therefore realize the importance of joining the national organization.

Mrs. Moran moved the adoption of the report which motion was seconded and carried.

The Modern Curriculum

Miss Abby Perry, Chairman of the Committee on Essentials of the Modern Curriculum, presented her report as follows:

A large group of enthusiastic committee members and interested guests met to dis-

cuss some of the needs in the curriculum today.

Many schools have shown concern over the lowering of the age of admittance to Kindergarten and First Grade and seemed not to know how to cope with the situation.

Jane Stryker and Helen Sue Read of UCLA gave resumes of the characteristics of development of the child through 4 and 5 years and then of the 6-year-old child. They explained how the selection of experiences and materials of instruction at these maturity levels were of great importance.

Early Childhood

The law enacted was a step forward in the training of the young child, but it is an imperative step in progress to see that proper training is given to them.

Studies are being made in cities, districts and professional organizations concerned.

In order that CTA may continue to lead in the thinking of teachers of the State the following is submitted:

It was recommended that a committee be appointed to study the situation which confronts teachers as a result of the legislation which permits 4½-year-olds in kindergarten and 5½-year-olds in the first grade in the hope of developing a curriculum which will meet the needs of these children, and that this committee work with representatives from the various State organizations engaged in making similar studies.

Finally that the results of the studies be published in Sierra Educational News to be available for the whole State.

Robert Cralle of Inglewood acted as leader to coordinate thinking of curriculum as units through school. He pointed out that the goals of curriculums were the same and involved these three elements: behavior appraisability, and instructional materials available and appropriate for use.

The discussion was spontaneous and well directed. A greater need for cooperation between parents and teachers was stressed. For a long time job this resolution was made:

1. It was recommended that a study be made by the Research Committee of CTA to provide continuity in the program which will make boys and girls increasingly understanding, participating, members of a democratic world.

2. That instructional material be made available for use in the achievement of the above goals.

3. That increasingly more teachers be given the opportunity to participate in curriculum making and in the preparation of instructional materials preferably on school time.

4. That as a result of this study a recommendation be sent to Deans of the Departments of Education in institutions of higher learning to the effect that changes in teacher education be made to implement the plans of the above research committee.

Miss Perry moved the adoption of the report which motion was seconded and carried.

Financing Education

Mr. Wiley, acting Chairman on the Committee of Financing Public Education, made the following report for that Committee:

YOUR committee on Financing Public Education met yesterday morning with a very full agenda and a large attendance. The topics considered might be divided into "Emergency Problems" and "Long Range Problems."

Emergency Problems

1. The problem of school housing is becoming acute in many sections of our State. Howard Beckner reported on a study made by the Southern Section in which over half of the districts reporting would have to receive outside aid if the problem were solved for their districts. One district reported that they would have double sessions for the next ten years unless such aid were forthcoming. A State-wide study is under way now by the State Department of Education.

Your committee recommends that the State Council approve and support legislation at the Special Session off the Legislature that will provide State funds to districts for school building purposes where emergency conditions exist.

2. A report was made by the representative of the Junior College group outlining emergency conditions that exist due to the fact that the Governor did not sign A.B. 1930 which was passed by the Legislature. Junior Colleges are now experiencing great increases in enrollment and are having real financial difficulties. This group expects to present emergency type legislation at the Special Session asking for a \$40 increase per ADA to be distributed on an equalization basis.

Your committee recommends that the State Council indorse and support this emergency legislation.

3. Unusual increases in enrollment, coupled with the withdrawal of Lanham Act funds, have created a desperate condition in many of our school districts.

Your committee recommends that the State Council back a drive for additional State aid for such districts. This aid should be provided during the school year rather than during the following year as is the case with other State support.

4. Emergency ADA due to illness was discussed, and we were assured that a much fairer method of determining need and of reimbursement is being worked out by the State Department of Education.

Long Range Problems

1. Your committee again endorsed a move to bring the kindergartens into the State system of support. We recommend that the State Council approve and back appropriate legislation that will accomplish this.

2. Your committee recommends that the State Council support legislation to provide money for a comprehensive study of State support for post-elementary education similar to the Strayer study. Too much of our legislation in the past has been piecemeal. We need a well integrated plan that will remove the necessity of much of the emergency legislation we have been recommending today. This can only be accomplished when we have a thorough study of the total program of secondary education in all of its aspects.

3. Several other problems were discussed and sub-committees are to be set up to study these problems before recommendations are made.

a. A joint committee is to be set up from the committee on Early Childhood Education and the committee on Financing Education to study the problem of Nursery Schools.

b. A sub-committee is to be appointed to study and make recommendations to the Spring meeting regarding the Constitutional amendments voted by the last Legislature.

c. Another sub-committee will be appointed to study the community program especially as it relates to school financial support and management.

Mr. Wiley moved the adoption of the report which motion was seconded and carried.

Intercultural Relations

Mary Virginia Morris, Chairman of the Committee on Intercultural Relations, reported as follows:

The Intercultural Relations Committee met at 1:30 on Friday afternoon, December 14, 1945, at the Biltmore Hotel. There were 11 members of the committee present and two visitors.

Mr. R. W. Grinstead, Coordinator of Secondary Curriculum of the Pasadena City Schools, was invited to tell the committee about the ways they help to create a better understanding between majority and minority groups in the Pasadena Schools. These are some of the points they stress:

1. All teachers are urged to work in the classroom to remove prejudices.
2. Lead the children to identify themselves with people of other countries through music, art and literature.
3. Teachers should use every opportunity to show they do not believe in segregation.
4. Avoid names not complimentary.
5. Face children's prejudices.
6. In facing prejudices, get the children to know children of other lands.

A discussion followed Mr. Grinstead's talk. It was the consensus of opinion of

the committee that California teachers should continue to stress education which will lead to a better understanding of the races and the appreciation of the contribution each race has made to the culture of civilization. It is the hope of this committee that this teaching will be so effective that it will carry over into the adult life of our children. Most children's intolerance is the result of adult influence. It also was the hope of our committee that Adult Education will include Courses on Intercultural Relations in its curricula.

A motion was made, seconded and carried to recommend to the State Council of Education of the California Teachers Association that it go on record as favoring That World History, including the culture of all nations of the globe, be emphasized in the curricula of our elementary and secondary schools to the end that all students may understand and appreciate the culture of as many nationalities as possible.

Miss Morris moved the adoption of the report which motion was seconded and carried.

Junior Colleges

Dr. Wallace W. Hall reported for the Junior College Problems Committee and asked that each section of the report be voted upon separately.

I. Moved, seconded, and passed that the Junior College Problems Committee ask the State Council of Education to endorse the action already taken by the Superintendents Association, the California Junior College Federation, the California Adult Administrators Association in requesting the Governor to include in his agenda for the special session of the legislature, convening January 7, provision for consideration by the legislature of increased State support of the junior colleges as an emergency measure; said increased support to bring a total of \$130 per unit of ADA. Dr. Hall moved the adoption of this recommendation, which motion was seconded and carried.

II. Moved, seconded, and passed that the Junior College Problems Committee ask the State Council of Education to endorse action requesting the Governor to include in his agenda for the special session, provision for the consideration by the legislature of an adequate appropriation to study the financing of post elementary public education, such study to include the feature of equalization. Dr. Hall moved the adoption of this recommendation, which motion was seconded and carried.

III. Moved, seconded, and passed that the Junior College Problems Committee ask the State Council of Education to take action in requesting the Governor to include in his agenda for the special session of the

legislature, provision for consideration by the legislature of a measure to bring current State financial assistance to all districts confronted with unexpected increases in enrollment, said measure to include the following:

1. That whenever in any one month the ADA in any level of instruction of a school district having an average daily attendance of 300 or more is ten per cent or more greater than the ADA of the same month of the previous year, the state shall allot to such district because of such excess attendance, an apportionment to cover such increased attendance for each of such months during the school year in which such excess of attendance occurred.

2. Said allotment is to be in addition to the regular apportionment computed at the end of the school year.

3. Appropriate legislation to enable the district to accept and expend such additional apportionments during the current school year. Dr. Hall moved the adoption of this recommendation which motion was seconded and carried.

IV. Moved, seconded, and passed that the Junior College Problems Committee endorse the recommendation of the Financing Public Education Committee in asking the State Council of Education to request the Governor to include in his agenda for the special session of the legislature, provision for consideration by the legislature of a deficiency appropriation to any school district which had reached its tax limit and was still unable to finance its educational program, expanded by increased enrollment. Dr. Hall moved the adoption of this recommendation, which motion was seconded and carried.

Junior High Schools

V. Moved, seconded, and passed that the Junior College Problems Committee ask the State Council of Education to request the Board of Directors and the State Department of Education to employ every effort to procure surplus building material for school purposes. Dr. Hall moved the adoption of this recommendation, which motion was seconded and carried.

Mr. Harold W. Cook, Chairman of the Committee on Junior High School Adjustments, reported as follows:

The meeting of the Junior High School Adjustments Committee was called to order December 14, 1945, by Harold Cook, chairman. There were nine members and visitors present. Mr. Cook gave a brief history of this committee, the newest committee in the Council. A general discussion of the problems of the junior high school followed his remarks.

The following recommendations were made:

1. It was moved by Mr. Finger, seconded by Mr. Bowman and unanimously carried that this committee recommend to the Legislative Committee of the California Teachers Association that the necessary legislation be prepared and presented to the next regular session of the Legislature which will make grades 7 and 8,

wherever organized as a part of a junior high school, a part of the secondary school system.

2. It was moved by Mr. Bowman, seconded by Mr. Thomas and unanimously carried that the Board of Directors of the California Teachers Association authorize a study of the problems of the junior high school within a union high school district, with particular emphasis upon the advisability or inadvisability of permitting an elementary district to withdraw its 7 and 8 grades from the junior high school.

The members of the committee wish to go on record as expressing their confidence in the junior high school as a part of the educational system of the State.

Mr. Cook moved the adoption of recommendation No. 1 of his report. The motion was seconded and carried.

Mr. Cook moved the adoption of recommendation No. 2 of his report which motion was seconded and carried.

Post-War Planning

Mrs. Ilma Oatman, Acting Chairman of the Committee on Post-War Planning, made the following report:

A MAJORITY of the members of the Committee on Planning the Post-War Curriculum were present, also many guests, a total of 30 persons. The function of this committee, as agreed upon at its inception, has been to examine the ways in which post-war planning groups have functioned in California. On this occasion, the program, initiated by Dr. William R. Odell, consisted of a presentation of the major implications and post-war changes in the elementary and secondary programs of the schools of Los Angeles City and County. Six representatives from the Superintendents staff and curriculum divisions of the City and County schools constituted a panel which was led in discussion by Mr. Maurice G. Blair, Assistant Superintendent of City Schools in charge of curricula.

By way of introduction, Mr. Blair presented numerous factors which are conditioning educational programs in this vicinity, such as: the effects of armed force training, the stress and conflicts between labor and management, the claims of minority groups, the pressures of special interest groups, the implication of the United Nations Conference in San Francisco and others. He described briefly the areas in the curriculum which in response to these forces need renewed emphasis, viz.: vocational and personal guidances, training for marketable skills, human and cultural relations, the program of total physical fitness, conservation and thrift, functioning citizenship, discipline and evaluation of achievements, fundamental training in the 3 R's and others.

From the more specific presentations by members of the panel, these most significant generalizations can be drawn:

1. That many war time gains for the elementary curriculum particularly, must be pre-

sented, such as: maintaining and strengthening community living and relations, values accorded to children from war time activities; also, maintaining and furthering the program of education for very young children, also furthering appreciation of moral and spiritual values strengthened during and by the war.

2. Reconversion from an emergency program of curriculum planning to that of a long term basic-developmental plan should by necessity be a slow, gradual process, entered into cooperatively by elementary, junior and senior high segments — the result of unified plan subscribed to by all.

3. There is an increased need to use research data as a basis for guidance and curriculum development, recognizing the developmental needs of youth and their problems of social adjustment and vocational training.

4. Curriculum-planning should embrace a total program of early childhood education, provide for a program of manual education to develop motor skills as well as strength on the teaching of the basic skills of academic learning.

5. There is a need for specific statement of the objectives for elementary and secondary education with clarification of them for teachers, pupils and parents; that with the multiplicity of new and reorganized subject matter, statements of minimum essentials and standards of achievement are needed by which to evaluate the actual process toward goals set.

6. War and postwar conditions necessitate expansion of health and safety education through more effective coordination of instruction and services in health, speech correction, physical education, nutrition and safety. Additional staff and facilities have been created to carry out this program in Los Angeles.

7. Repeated emphasis was placed on the need to examine and draw more heavily on the industrial and cultural resources in communities in order to establish and maintain fine public relations, to enrich curriculum offerings and motivate teaching, and better prepare youth for community living, especially earning a living.

8. There was considerable discussion of the values of teaching techniques in military centers and it was agreed that although direct methods were of much help to many teachers such teaching as characterized military methods might be called training rather than education.

9. It was emphasized that in language instruction there is a common demand to substitute for the rigid reading-grammar-translation method, the oral-reading, cultural approach with provision for larger blocks of time to achieve results.

10. There is evidence in the problems of social adjustment in industry and in home life, that the curriculum should lay the foundation for greater understanding of emotional maturity and social adaptability. In Los Angeles there are increased staff and services available to work with problems of human and cultural relations. There is a greater interest in family life education through all the grades with specific courses and units in the 10th and 12th grades dealing with aspects of mental hygiene, personal and family relations.

It is believed that teachers generally need more effective preparation in the under-

standings and techniques of mental hygiene and human relations.

In conclusion, forced to take a realistic view of curriculum planning, we were reminded by a "self styled" operational superintendent, —

1. That steps would have to be taken to relieve teachers of the terrific load carried by them during the war years by providing more and better teachers and programs of in-service teacher training.
2. That there be an evaluation and appreciation by governing administrators of the multiple activities now considered essential to the operation of a school program.
3. That obsolete equipment needs replacement.
4. That community interest and effort needs be stimulated to provide adequate housing and supplies.
5. That adequate up-to-date teaching aids need to be available to teachers.
6. Teachers as well as administrators need the guidance of a more unified State program of curriculum planning at all grade levels.

Mrs. Oatman moved the adoption of the report, which motion was seconded and carried.

John R. Williams, Chairman of the Committee on Problems of the County Superintendent, reported as follows:

County Superintendents

Due to the increasing professional responsibilities of the California County School Superintendents in the fields of guidance, attendance, supervision, curriculum coordination and development, school-house planning, re-districting, in-service training of teachers, research, school library services, audio-visual-radio education, advisory placement services, trustee services, budget counseling, health education, business services, teacher certification, purchasing, public relations, legislation, special education such as the physically handicapped, school surveys, and related fields:

We recommend that the State Council of Education continue its interest in the professionalizing of the County Superintendency by vigorous state-wide organizational, local, financial and personal support of ACA 17. The evolving position of the County Superintendency in California education is one of increasing importance to all phases of our profession.

Mr. President, I move the adoption of this recommendation as one of the major projects for the California Teachers Association for 1946.

Mr. Williams' motion was seconded and unanimously carried.

President Brady then called upon Mr. Robert Gillingham to introduce the California Student Teachers Association members present. Mr. Gillingham had worked with the California Student Teachers Association at its meeting the day before in starting a new program of teacher recruitment.

Mr. Gillingham reported that the California Student Teachers Association had had a very fruitful meeting; that the State-wide

committees on Professional Organizations, Professional Relations and Professional Growth had organized the materials in the new hand book for CSTA chapters and had suggested procedures for each chapter to follow. He stated that the Professional Growth Committee had already contacted the Junior Colleges of the State in order to present the advantages of teaching to Counselors in those institutions and that a well outlined program to contact such Counselors had been adopted. He then introduced Mr. William Bouton of San Francisco State College, president of the CSTA. Mr. Bouton introduced the Vice-President, Miss Ona Grant, from LaVerne College, and the Secretary, Miss Geraldine Whitney, from Santa Barbara College. He also introduced the following delegates and visitors:

Student-Teachers

Virginia Wakefield of Chico State College.
Alta McClintock of College of Pacific; and
Miss Ava June Colliver, visitor.
Esther Silva of La Verne College.
Flora Vierzall of San Francisco State College.
Virginia Jackson of San Jose State College.
Peggy Schumann of Santa Barbara State College.
Richard H. Williams of Stanford University.
John Phelan of University of California at Berkeley.
Lorraine Barr of University of California at Los Angeles; Thomas F. Harris, William Bowers, Irvine Levine, visitors.
Mary Catland of University of Redlands.

The Committee on Public Relations reported through its Chairman, Mrs. Alma Thompson, as follows:

Your Committee on Public Relations held a joint meeting with the Committee on Services and Dues last evening and devoted the evening to a discussion of ways and means of publicizing the report on the Committee of Services and Dues.

It is our recommendation that every member of the Council assist in acquainting every teacher in California with the proposed program of California Teachers Association so that sufficient dues may be provided to finance the program.

Mrs. Alma Thompson moved the adoption of the report which motion was seconded and carried.

President Brady called upon Dr. Elmer H. Staffebach, research director of California Teachers Association, who had been on leave in the Army. Dr. Staffebach gave a message of greeting.

The meeting then adjourned for noon luncheon meetings.

AFTER luncheon the first order of business was the showing of the National Education Association film, "Assignment Tomorrow."

Dr. C. C. Trillingham introduced the following resolution, concerning Dr. Walter F. Dexter, which was unanimously adopted by the Council:

Whereas, the members of the teaching profession throughout the State were shocked at the

untimely passing of Dr. Walter F. Dexter, State Superintendent of Public Instruction, and

Whereas, he was vitally concerned with the educational welfare of all the boys and girls in the public schools of this State, and

Whereas, he was acknowledged as a man of high idealism as well as recognized leadership in public life, and

Whereas, his death was untimely since he was about to add another constructive activity to his long list of accomplishments, namely, the reorganization of the State Department of Education,

Therefore, **Be It Resolved**, that the California Council of Education express its condolences and sympathy by sending a copy of these Resolutions to his family and to the State Board of Education, and, that these Resolutions be spread upon the minutes of the California Council of Education, and also, that they be published in the official publication of the California Teachers Association as a tribute to Dr. Dexter.

— A. J. Cloud, Chairman; Arthur F. Cory, C. C. Trillingham.

Youth Problems

President Brady then called upon Edith Pence, Chairman of the Committee on Youth Problems and Delinquency, who reported as follows:

The Committee on Youth Problems and Delinquency met at noon on December 15 at the Biltmore Hotel in Los Angeles. There were 15 committee members and three guests in attendance.

Mr. Herman Stark, Director of Field Services of the California Youth Authority, was guest speaker at this meeting. Mr. Stark is an outstanding authority on the trends of youth delinquency in California and on the various steps that are being taken to reduce and prevent this delinquency.

Mr. Stark indicated that the following effective steps are being taken to combat delinquency:

1. More effective community organization in many places.
2. Extension of Youth Centers with youth leadership under adult guidance.
3. Community surveys, under the auspices of the Youth Authority, to determine the extent of youth facilities and improvements that can be made.
4. Work Shops for probation officials and police officers, as law enforcement institutes, to improve methods for dealing with youth.
5. Cooperation between schools and probation officials and police in movements to prevent delinquency.
6. Use of diagnostic facilities by the Youth Authority to determine how to deal with individual cases.
7. Activity of State Department of Education in the recreation field through Recreation Consultant.
8. Setting up of qualifications for Probation officers.

The Youth Problems Committee recommends the adoption of the following resolutions by the California Teachers Association:

1. Whereas, there are many youth in California whose attitude and tendencies and whose environment indicate that their present and

future welfare should be safeguarded by their placement in a 24-hour school for purposes of education and character development.

Be it resolved that the California Teachers Association participate in the preparation of suitable legislation for the establishing of 24-hour schools in California for such young people.

2. Whereas, young people who have been rehabilitated in institutions in California often lose ground when returned to their former unsatisfactory home environment,

Be it resolved that the California Teachers Association participate in the preparation of legislation to make possible an increase in the number of foster homes available through an increase in the payment that may be made to foster homes for the care of such young people.

3. Whereas, the great numbers of transient youth from other states are presenting a serious problem in California,

Be it resolved that the California Teachers Association study the legislation to be introduced by President Truman for Federal help in returning such youth to their homes and rehabilitating them, and that we support such legislation if it is satisfactory.

4. That the California Teachers Association study and support legislation to set up satisfactory qualifications for probation officers.

Miss Pence moved the adoption of the report including the 4 resolutions contained in it. The motion was seconded and carried.

Mary Ellen Dickison, Chairman of the Youth Employment Committee, reported as follows:

Youth Employment

The Youth Employment Committee met Friday morning with 10 members and 2 visitors in attendance.

Discussion of the Youth Employment picture as to past, present and future occupied the time and some recommendations were made, which I will give at the end of this report.

A letter from Miss Jessie Boyd gave in detail the Youth Employment situation in the Oakland area.

Throughout the State we find:

1. That the need for summer work camps is decreasing. Last summer very few work camps were needed as the Mexican Nationals were in the field.

Nevertheless the teachers and the youth are to be commended for the fine work done and the marvelous contribution they made to the war effort.

2. In some areas, as in Oakland, the demand for youth services has decreased as many defense plants have been reconverted to peace time activities and others have been discontinued.

This is not the picture in Los Angeles as only 14% of our youth were engaged in defense plants. The situation here is about the same. The demand is great but employers are demanding a better selection be made.

3. In some places the Junior division of the U.S.E.S. handles the Youth Employment program entirely; in others it is supplemented by the schools and in others the schools are entirely responsible.

4. The need for the 4-4* plan is decreasing. Many students are returning to a full time school program, while others are enrolling in continuation classes.

* 4 hours school; 4 hours work.

5. There is a greater need for a closer coordination among employers, schools and the general public. (Mr. Argo of Sequoia High School district is trying a plan that has met with success so far. He has regular meetings with lay men, businessmen, labor representatives and others to discuss the school program and what it should include. Many valuable suggestions have been made and adopted.)

6. The schools must see that the Youth

1. is not exploited

2. does not become a part of a cheap labor program

3. gives value for value received

4. that wages for the youth have a certain ratio to adult wages.

We recommend

1. That the 4-4 plan or some such plan be available as a training program.

2. That the schools cooperate with labor for a better understanding of the labor situation.

3. That we study the school program and suggest the necessary changes to insure that the youth remain in school until formal education is completed.

We realize that leaving school to work is an outgrowth of the inadequacy of teaching institutions and this inadequacy is a reflection of a needed change in teacher training.

Miss Dickison moved the adoption of the report which motion was seconded and carried.

Tenure

S. Edna Maguire, Chairman of the Tenure Committee, reported as follows:

The Tenure Committee met at noon with 19 committee members and 5 visitors present.

You remember that at the April meeting of the Council, Tenure Committees in the various sections were urged to send letters to boards of trustees in districts less than 850 a.d.a., calling their attention to the fact that it was permissive to grant Tenure to superior teachers.

1. It was moved, seconded and carried that a letter (similar to the letter sent out by the Bay Section Tenure Committee) be sent to

Vera Hawkins of San Diego; Chairman CTA Committee on Services and Dues



clerks and members of school boards, County Superintendents, Presidents of CTA Sections and others urging them to give serious consideration to Section 13084 and to grant tenure to superior teachers in districts under 850 a.d.a. in order to hold these superior teachers. The Presidents of the Sections were to be urged to read this letter at their next meeting. This resolution is referred to the Board of Directors since it requires financial help.

2. The Tenure committee recommends that the CTA urge that in the case of regularly credentialed teachers who had not used their credential from June 30, 1937, and July 1, 1942, and who have taught successfully for 1 year may be allowed to count that year toward tenure and such provision be added to Section 13099.2 sub-section 3. This still leaves time to dismiss the teacher in the 2nd or 3rd year.

Miss Maguire moved that the first resolution be referred to the Board of Directors since it required an appropriation. The motion was seconded and carried.

Miss Maguire moved the adoption of the remainder of the report which motion was seconded and carried.

Services and Dues

The Committee on Services and Dues reported through its Chairman, Vera Hawkins, as follows:

As you know, the matter of increased dues was presented to this Council at its April 1944 meeting. The proposal, made by the Central Section, was voted down because there was a question of the need for additional money.

Later, a committee, composed of the president and secretary of each section, plus 9 more distributed geographically as the members of the Board of Directors, studied the matter for more than a year and their report is now ready. You doubtless are acquainted with the recommendations as published in full in the June Sierra Educational News.

1. The committee found a need for increased service by field workers or public relations men.

2. for a full-time, up-to-date research bureau.

3. for legal services.

The recommendations of this committee were adopted by your State Council in April, 1946. When this program was presented to the Board of Directors it was found that dues of approximately \$6 would be needed to carry out this expanded program of service to the school people of California and to give more money to the section.

Our campaign of acquainting every teacher and administrator with this program is being launched today and in the January Sierra Educational News.

It is the hope of this committee that you will cooperate with the committee, with Mr. Corey and Mr. Kingsley in spreading this information and securing a favorable attitude so that this plan may be voted upon intelligently at your April meeting.

Miss Hawkins moved the adoption of the report which motion was seconded and carried.

NEA Directors

President Brady then called upon Mrs. Louise B. Gridley, one of California's National Education Association directors, who made the following remarks:

IT is with a great deal of pleasure that we bring you a report of the activities of the National Education Association. The year was the greatest in achievements and memberships in the history of the Association and we were particularly pleased that at the Board of Directors meeting in Chicago last July special recognition was accorded the work of the California Teachers during the year.

I shall mention just 2 of the outstanding activities of the Association. One, the investigation by the Defense Commission of the Chicago situation. This study was made at the request of both teacher and lay groups in Illinois. It seems incredible that teachers in any community in this country should be subjected to such conditions, conditions which violate every principle of democratic procedure and good school administration.

Both the Chicago and New York investigations illustrate the fact that the teachers of the largest cities as well as the smallest rural communities profit directly from a strong local, State, and national association.

The second item is the National Education Association's work in having education written into the United Nations Charter. It was not easy. Originally only the small nations favored such an amendment, and its acceptance by our delegates meant superhuman work of our Association representatives.

Recently, an outstanding radio news commentator said that in the work of the Education Council rested the success of international understanding and the hope for world peace.

The State Directors wish to express their appreciation to you and the State office for your wonderful help. When you were called upon to send telegrams, letters, or arrange conferences, sometimes at a moment's notice, you never failed the Association.

Mrs. Gridley at the conclusion of her remarks called upon Mr. Leland M. Pryor, California's second National Education Association director, who reported on the new services and the many activities being carried on by the NEA.

Mr. Pryor then called upon Mr. Arthur F. Corey, member of the NEA Legislative Commission, who reported briefly upon bills pertaining to Legislation before Congress.

President Brady then reminded the Council that California was honored in having Leonard Bowman of Santa Barbara as

member of the NEA Executive Committee and asked Mr. Bowman to take a bow.

Guy Jaggard, Chairman of the Salary Schedules and Trends Committee, reported as follows:

Salaries

The Committee met today at 12:20, adjourned at 1:50. This is now a working committee and not a reporting committee.

(1) We call attention to the article in November Sierra Educational News on Teachers Salaries as a statement of the trend in salaries. New figures from the Bureau of Labor and Statistics this month place increase in cost-of-living since January 4 as 33%, increase in straight-time pay in all manufacturing industries 40.5% (United States Steel 34%).

(2) While increased cost-of-living is a good argument for better teacher salaries, we must continue to campaign for a professional remuneration, not just enough to feed and clothe us

(3) Local organized units of teachers have gained proper salary recommendations even above the asking of superintendents. We strongly urge local organization of teachers and through them get representation on salary committees.

(4) We ask authorization of a study to get State-wide information on salaries and salary schedules to be available before March 1.

(5) There is crying need over the State for some guide-posts in making salary schedules. Our information indicated that a large part of the teachers of the State are not on salary schedule. Your committee is working up material for a booklet on the making of salary schedules to be made available to school boards and teacher groups. We are asking authorization of the printing and distribution of this material.

(6) We feel some official commendation should go to Readers Digest for their recent article on Teachers salaries.

(7) We recognize the overlapping of salary committees in their endeavors; sometimes two committees undertaking the same work but working independently. We ask that chairmen of the salary committee in each section be made a member of our committee so that efforts will be coordinated.

(8) There was voiced repeatedly a desire on behalf of the committee for a better spot on the program than Saturday noon. We really have outgrown our swaddling clothes and are ready to carry an active role. Perhaps at the spring session we will have a session on "How Cost-of-Living Is Determined."

Mr. Jaggard moved the adoption of the report which motion was seconded and carried.

Retirement

Mrs. Louise B. Gridley, chairman of the Retirement Committee, reported as follows:

The Retirement Committee met at a luncheon meeting. Several matters were brought before the committee for consideration and study, but it was the consensus of opinion that all suggested changes should be very carefully studied and that nothing should be done until we were sure the present system is not endangered. It was the belief of the committee that it would be very undesirable to appear before legislature with amendments so soon after the enactment of the law.

It was moved and carried that the committee continue study of the law for the purpose of seeing if improvements are possible or feasible.

It was moved and carried that we asked the governor to include in the special session a provision making it possible to extend the time for returning servicemen and women to pay their Retirement System obligations.

Mrs. Lutie Grey, President of the Retired Teachers Association, gave greetings from Association and pledged their support and cooperation.

Mrs. Jane asked the cooperation of the committee in the work of the National Education Association in seeking to exempt retirement salaries from income tax payments.

Mrs. Gridley moved the adoption of the report which motion was seconded and carried.

Citizenship

Dr. Jesse A. Bond, Chairman of the New Voter Preparation, reported for his Committee:

At its meeting December 15, the Committee on New Voter Preparation made three proposals as follows:

1. That the name of the committee on New Voter Preparation be changed to committee on Citizenship. This recommendation accords with action taken by the committee on New Voter Preparation of NEA, which committee now bears the title Committee on Citizenship. Dr. Bond moved the adoption of this recommendation, which motion was seconded and carried.

2. That the committee be authorized to submit to the April meeting of the State Council a re-statement of the principles of Democracy and Citizenship which should serve as guides in the State Educational System. The committee will request the Council to approve and adopt such a statement and to publicize it in the daily press, in the Sierra Educational News and will make it available for general use. Dr. Bond moved the adoption of this recommendation, which motion was seconded and carried.

3. That the committee be empowered by the Council to prepare a booklet on citizen-

ship, including the duties and responsibilities of the new voter. It is proposed that this pamphlet, which will include a revision of the "Handbook For New Voters," a previous production of the committee, be prepared for use in the California schools and for distribution to the young people who have returned and who are continuing to return from the Armed Forces. The committee will bear the responsibility for preparing the content and the State Department of Education will be requested to edit, print, and distribute the booklets as an official production of that department. Dr. Bond moved the adoption of this recommendation, which motion was seconded and carried.

Equal Opportunities

Cecilia O'Neil, Chairman of the Equal Opportunities Committee, presented a progress report as follows:

Your committee on Equal Opportunities met at luncheon today. 3 members were present and 4 guests. Progress report:

That members of the State Council of Education be encouraged to continue the study of the Equal Rights Amendment.

That any suggestions to further the passage of the Equal Rights Amendment be sent to the chairman of the committee.

Childhood Education

Mrs. Nora L. Pearson presented the following report for the Childhood Education Committee:

1. The Committee on Childhood Education met at luncheon with 11 members and 4 guests present.

The sub-committee on the study of health urged the continuance of the committee for further study. It was recommended that contact with other groups such as service clubs, department stores and adult classes be made in order to give wider publicity to the health needs of young children.

2. There was abundant discussion of Emergency Legislation to continue the Child Care Centers during the interim of the reconversion period.

The committee recommends that the CTA support Emergency Legislation to the following ends:

a. That the work be continued under the direction of the public schools.

b. That the Legislature at the special session provide funds to finance the program.

c. That those eligible for inclusion under the provision shall be limited to those whose need is determined.

d. That the CTA study the possibility of Child Care Centers during the reconversion period.

The Childhood Education committee earnestly requests that a special committee be appointed by the CTA to study and interpret the needs of young children in California.

Because whatever happens in the education and welfare of young children affects all, such committee should include members of the various committees within the CTA and representa-

tives of Superintendents, principals, supervisors, high schools, junior high schools and elementary teachers and a member of the California Congress of Parents and Teachers.

It is further suggested that specialists in the field of Childhood Education be consulted.

California is rich in having such people as Marie Bell Fowler, formerly Professor of Education at Cornell University; Dr. Lois Meeks Stoltz, Dr. Ina K. Dillon, Dr. Helen Christianson, Miss Corinne Seeds, Miss Helen Heffernan, Mrs. Lillian Grey and many others who would gladly cooperate with this group.

Since the field of Childhood Education is moving far more rapidly than we are moving, it seems appropriate to ask that time be provided on the agenda for the next State Council meeting for this report.

The committee unanimously urges the CTA to support the inclusion of kindergartens as part of the State school system, to receive State financial support.

The discussion of the entrance age of $4\frac{1}{2}$ for kindergarten and $5\frac{1}{2}$ for first grade brought out many observations, of which the following were very pertinent:

(a) That the younger children do not in general experience the school happiness that the older children do.

(b) That the problem is largely one of adjusting the curriculum to the age of the child.

Many members of the committee expressed the desire for an afternoon meeting in order to have a longer time for discussion for such questions as the proportion of money for the Elementary Section and Junior College levels, for the consideration of sub-committee reports, and for other work.

Mrs. Pearson moved the adoption of the report, which motion was seconded and carried.

Veterans Affairs

Mr. Edward Sewell, president of the Central Section, stated that he had been requested by the Veterans Affairs Committee of the Central Section to present a directory of services available to veterans. This directory is as follows:

Directory of Services Available to Veterans

Agencies:

1. County Service Officer
2. Selective Service Boards
3. U. S. Employment Service
4. Veteran Service Centers
5. Educational Advisors in Colleges and Universities
6. American Red Cross
7. American Legion Service Officers
8. Disabled American Veterans Service Officer
9. Veterans of Foreign Wars Service Officer
10. California Veterans Welfare Board
11. County Recorders Office
12. County Tax Assessors Office

Services and Where to Obtain Them:

1. To get your old job back;
Selective Service Board
2. To get a job;
U. S. Employment Service
3. Educational Benefits;
a. Educational advisors
b. U. S. Employment Service
c. County Service officer
d. Service officers of the Veterans Organizations or the American Red Cross
4. Home and Farm Loans;
a. County Service officer
b. Service officers of Veterans Organizations or the American Red Cross
c. Veterans Welfare Board, Sacramento, if entered service from California
5. Hospitalization or medical care;
a. County Service officer
b. Service officers of veteran organizations or the American Red Cross
6. Pensions, disability allowances, and any other financial claims against the government;
a. County Service officer
b. Service officers of the Veterans Organizations or the American Red Cross
7. Family Allowances and Allotments, and Pensions for Dependents;
a. County Service officer
b. Service officers of the Veterans Organizations or the American Red Cross
8. Funeral Expenses and Grave Markers;
a. County Service officer
b. Service officers of the Veterans Organizations or the American Red Cross
9. Recording of discharges and other papers;
a. The county recorder
10. Veterans tax exemptions;
a. The county assessor
11. Naturalization;
a. County Service officer
12. Personal Problems;
a. County Service officer
b. Service officers of the Veterans Organizations or the American Red Cross
13. Surplus Commodities;
a. County Service officer
b. Service officers of the Veterans Organizations
14. Insurance;
a. County Service officer
b. Service officers of the Veterans Organizations or the American Red Cross

In any community where a Veterans Service Center has been established, the veteran should apply to the Center first. There he will be referred to the proper agency, and a definite appointment will be made for him with the person charged with handling his particular problem.

Mr. Sewell moved that the directory be printed in the Sierra Educational News as part of its regular set-up. The motion was seconded and carried.

Mr. Sewell moved that the Board of Directors appoint a State Veterans Affairs

Committee to keep abreast of Legislation and other matters affecting Veterans and to see that information is disseminated to the teachers of the State. The motion was seconded by Mr. Mellor and carried.

Mr. Seidel moved, seconded by Mr. Huxtable, that the Secretary be instructed to write to Congressman Miller and thank him for his work on Federal Aid.

Announcement was made that the NEA assembly would meet in Buffalo, New York, from June 30 to July 4 so that Sections could plan toward the nomination of delegates.

No further business appearing, the meeting adjourned after the Council stood for a moment in honor of the following deceased educators:

Walter L. Bachrodt, Walter F. Dexter, Edward Kottlinger, Lester D. Henderson, Angela Jane Moran, Sophie Schultz, Emmet Clarke, Alberta Price, and J. R. McKillop.

* * *

Marion Belden Cook is the compiler of a series of interesting stories (*Children of the U.S.A., Stories From the East and North*) based on happenings in northern and eastern States of our country. The idea of the compiler is to acquaint boys and girls with the life and doings of the children of corresponding age in the territory east of the Mississippi River. The illustrations, by George Avison, are most interesting. Silver Burdett Company, publishers; price, \$1.40.

THE YEARS BEFORE SIX

Belmont Farley, National Education Association, Washington, D.C.

CHILDREN grow before they are 6 years old perhaps even faster than they do when they pass this age, according to the Educational Policies Commission of the National Education Association, which has completed a policy statement for Extending School Services Downward.

"Matters of physical development, nutrition, and health do not wait until a child has reached 6 or 7," says the Commission.

"We have recognized this fact with maternity aid, infant and child hygiene programs. We have established parent education programs and family consultation centers. These needs are not theoretical; they are present in the statistics of infant mortality. Even the child who lives may suffer poor health. Malnutrition can mar an individual's health throughout his life's span."

The years before 6 also lay the foundation for emotional and social

development, asserts the Commission. The largest number of rejects for military service has resulted from nervous disorders. Medical men and psychologists in the Armed Forces claim that these nervous disturbances are in many instances traceable to faulty training in early childhood. The growing process during the first 6 years sets the pattern of future health.

Why Not?

"The young child is educable," says the Commission; "why not educate it? Children can and do make significant learnings in science, esthetic expression and language in the years before 6. Not only are they acquiring information and skills, they are likewise developing interests and attitudes."

If these skills can be acquired in the home, so good. Some homes are capable of giving young children experiences and backgrounds that will give them a fair start in life.

There are other children in every section of our country, in every social and economic group, in rural, village and urban homes alike whose parents are not able by circumstances or training to give them the values inherent in a carefully directed program of education.

The Commission points to "lonely children, pampered children, undernourished children, children growing up in densely populated neighborhoods, children of working mothers or over-worked mothers, children of illiterate parents, and children of parents in poor health. All these children may suffer inexcusably."

TO provide these services is the responsibility of the nursery school and the kindergarten, which, according to the Commission, should be supported as public schools for all the children of all the people.

Who pays? All pay, says the Commission, just as we pay for battleships, jails and face powder.

We Must Afford It

Is the Education of Children to have a first claim or a last claim on our money? asks the Commission.

"There is an increasing weight of public opinion that we must afford it, no matter what the cost?"

MY PRAYER

Laura J. Newman, Teacher-Principal, Marshall Elementary School,
San Bernardino

TO My Parents, My Teachers, and My Pupils,
I say "Thank you" —
For Marshall's splendid record,
and its atmosphere of good will;

For the splendid cooperation and
backing of my many parents;

For the finest of teachers, whom
I appreciate for their cooperation,
friendship and close fellowship; and

For our darling youngsters —
whom I love . . . and they know it;
they love me . . . and I know it.

For all this, each night I say —

"Thank Thee, for Thy love and guidance,
for my friends and many blessings.

Strengthen me — and help me —
to help some one on the morrow — so that
in Thy love and service I may grow.

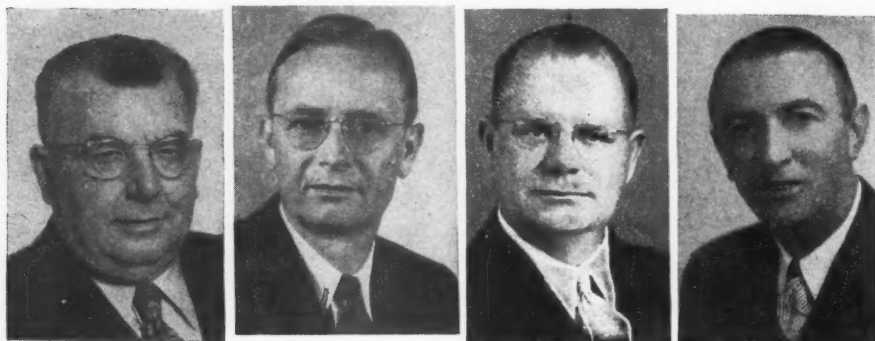
And when I awake on that morrow —

Open my eyes that I may see,
my ears that I may hear,

and my heart that I may love and appreciate
the good and beautiful all about me."

FOUR CTA SECTION PRESIDENTS

Central, North Coast, and Northern Sections



Portraits of four Presidents of CTA Sections: Left to right — Edward Sewell, teacher, Taft Union High School, Kern County; Retiring President, Central Section.

Truman A. Bratton, principal, Howard School, Madera; newly-elected President, Central Section.

Frank M. Williams, principal, South Fork Union High School, Miranda, Humboldt County; President, North Coast Section.

Malcolm P. Murphy, principal, Sacramento Senior High School; President, Northern Section.

Films of Sports

A SELECTED list of films consisting of

- a. Instructional motion picture films (including content and appraisal of each),

- b. Instructional films in process of production, and

- c. Promotional films,

has been prepared by the chairman of visual aids committee, National Section of Women's Athletics, and published by American Film Center, Rockefeller Plaza, New York City.

To order this catalog, write to National Section Women's Athletics, 1201-16th Street NW, Washington 6, DC.

50c includes the new catalog and supplements for the next 5 years.

Frederica Bernhard is chairman, Visual Aids Committee, National Section on Women's Athletics of the American Association for Health, Physical Education, and Recreation, a department of the National Education Association. Miss Bernhard is at University of California, Berkeley 4.

YOUR HOUSEKEEPING

Henrietta Holland, San Bernardino

HOW'S your housekeeping? I mean at school, not at home. Many teachers who are good housekeepers at home are not good housekeepers at school. With the present shortage of janitors, housekeeping has in many schools become a problem which is definitely a teacher one. Your housekeeping is quite as important as your posture or your grooming these days.

Let's see how you rate on this schoolteacher's Housekeeping Quiz. If you can answer "yes" to 9 of these 10 questions, you are probably one of the janitor's dearest friends.

1. Do you keep your room tidy, neat, and orderly?

2. Do you leave your desk neat and without loose papers on top?

3. Do you see that the children keep their desks in a tidy fashion, with no loose papers, pencils, or rulers to fall out?

4. Do you keep things in order in your room — avoid loose papers on the walls, uneven shades, etc.?

5. Do you see that pupils clean up after themselves — especially during "activity" period?

6. Do you leave the "activities" in your room in a cleanable state? (So the janitor

doesn't find two dozen miniature cows on the floor in one corner of the room, for instance.)

7. Do you see that the tool-room and cloak-room are in order?

8. Do you choose "neat" flowers that don't shed too much, and then do you clean up after your arrangements — avoiding water in waste baskets, etc.?

9. Do you refrain from making unnecessary requests of the janitor or custodian?

10. Do you thank the janitor for special favors and assistance and compliment him occasionally on the way he keeps your room?

How do you rate? If you aren't proud of your score, begin tomorrow to help the janitor. He's probably overworked and needs it.

But that doesn't mean you must bustle off to clean, dust, and scrub your room. It means just a moderate amount of consideration for the fellow who is working — and probably short-handed — to keep your room in order.

Don't overburden yourself with housekeeping. True, you are hired to teach, not to sweep. But some of the most valuable things you can teach your pupils are habits of neatness,

orderliness, and cleanliness. One of the most satisfying experiences you can give them is to let them feel they have a share in keeping the room in order. They will enjoy it and profit from the experience, too.

Let each child have a duty and be responsible for it. In club meeting you can, with very little suggestion, get the class to set up jobs and choose monitors to keep the room in order. The following list of monitors, varied to fit the individual classroom, can help you keep things in order, with no burden on any one:

1. Dusters.
2. Flower monitors.
3. Book case monitors.
4. Cupboard monitors.
5. Paper monitors.
6. Cloakroom monitors.
7. Basket monitor (To pass basket, pick up any scraps near the basket, etc.).
8. Pen and pencil monitors.
9. Row checkers (To see that each row is in order).

Careful organization, persistence, and a bit of attention to details will improve your housekeeping without imposing a burden on you or anyone else. And you'll find, too, and so will your students, that a carefully-kept room is a pleasanter workshop.

READING POETRY

ELLEN MELONE TRIES TO READ POETRY

Maymie R. Krythe, Teacher, Woodrow Wilson High School, Long Beach

THANK goodness! It won't be long now," thought Ellen Melone, the last week of school. "Just to think of getting away from these noises and odors for awhile!"

Ellen had taught in East High for several years, in one of its worst rooms. For, in the basement just below her, the food for all the schools in town was prepared. Because of the mild California weather, the windows were open all day. So whiffs of this and that kept floating in. It was terrible in the morning when the scent of meat boiling for the soup, with its pungent onion flavoring, assailed her poor nose.

Sometimes, though, Ellen didn't mind the odors so much. Especially, along about the third period when the delicate flavor of vanilla wafted up from below. "That cake does smell good today; I'm glad it's almost lunch time." When in the afternoon the delicious smell of cinnamon-flavored apple-sauce came her way, she was sure there'd be French apple pie next day.

Besides the varied smells, pleasant and otherwise, numerous noises disturbed Ellen's classroom. "If the principal (whose office was some distance away) had to spend one day in this room, I wonder how long he'd keep his sanity!"

For, just under her windows, workmen dragged small trucks (with horribly squeaking wheels) along the pavement for a couple of hours each morning. These were loaded with food for delivery to other schools; while filling the large trucks at the curb, the men carried on a noisy conversation. To be sure, Ellen had asked the teachers' interest committee to speak to them. For a time, the men were quiet, but they soon forgot, and Ellen decided not to waste any more energy.

Another uproar — a combined bang and clatter — was heard when the

weekly salvage truck was being loaded with bottles and tin cans. Apparently, they took an almost insane delight in seeing just how much noise they could make when emptying the big barrels over the side.

At the end of each semester, after a heavy dose of grammar and themes, Ellen liked to read some of her favorite poems to her pupils, to end the course on a high note. Today during the second period, she was discussing some of the gallant young poets of World War I. She had described Rupert Brooke's zest for life; had read part of his Great Lover, beginning "These have I loved . . ." Then the story of his death, which he had really predicted in *The Soldier*:

"If I should die, think only this of me
That there's some corner of a foreign field
That is forever England . . ."

But this was as far as Ellen got, for the cafeteria men chose this particular moment to clean the garbage cans. Her reading was punctured by the noisy clashing and slamming as the men hosed them out. Banging

them together, with a triumphant flourish, they lined all ten of them up in a line on the sidewalk. "I give up," decided Ellen. "Every time I try to read poetry, the symphony of the garbage cans begins. (Shades of Shostokovitch!)"

As she couldn't be heard above the din, she let the pupils read for the rest of the period. No use to try to compete with these raucous sounds. Regretfully she closed the book with the unread poems of Siegfried Sassoon, Rupert Brooke, W. W. Gibson, and Wilfred Owen.

She did want to tell her class about her visit to Oxford, of wandering through High Street and the quads, along the lazy river and especially of that unforgettably glorious view of the entire town, with its forest of spires, which she had seen from a high tower. And of course she'd end by reading that incomparable poem of Winifred Letts *The Spires of Oxford*.

At the fourth period, Ellen was planning to read Edna St. Vincent Millay's *Portrait of a Neighbor*, *Travel*, *The Buck in the Snow*, *Ballad of the Harp Weaver*, etc. Just as she began to read, a heavy rumble resounded below her. Some of the students looked at her quite fearfully, but she hastily assured them, "No earthquake this time — just the trucks carrying dishes to the dishwasher."

As the cafeteria fed about a thousand each noon, the clatter of the dishwashing kept up for a couple of periods. Then, too,

One of the first high school groups to be taught Home Nursing under the new Red Cross secondary school teachers guide is this class at Escondido union high school, San Diego County. The students learning to make a bed are, left to right: Thelma Ratlief, Eloise Flanders, Mrs. Mabel Norton, instructor, Ruth Davis and Ramona Calac. The last two students are from the Rincon Indian Reservation. Plate courtesy Red Cross.



Boone Book Urgently Needed

A HISTORY of Educational Organization in California by Dr. Richard Gauze Boone, associate editor of Sierra Educational News and professor of education, University of California, Berkeley, an illustrated book of 125 pages, was published in 1926 by California Teachers Association. National demand for this important monograph speedily exhausted the edition.

Now in 1946, 20 years later, the CTA State Committee on Organization (Robert G. Gillingham of Compton, chairman) has urgent need for reference copies of this authoritative book.

Anyone possessing a copy can render a real service to CTA by lending or donating it.

Please send it at once to State Executive Secretary, California Teachers Association, 660 Market Street, San Francisco 4.

After prompt acknowledgment, the book will be made available to the Committee members.

outside her door, some thoughtless youngsters, who had finished their lunch, had come in to get something from their lockers, and were gaily slamming the doors and chatting with friends. Yes, life was something or other, at East High.

Each period, also, the class could hear the girls shrieking at their play on the gym field, just across the street. Twice during the hour a shrill whistle pierced the air, calling the girls to class or dismissing them to the showers. When this whistle went into action, all schoolwork had to stop.

At the time East High was built, it was "away out in the sticks," but now the street near Ellen's room was a busy boulevard. Trucks with loud horns rumbled heavily by all day; the slamming on of brakes at the boulevard stop was part of the general cacophony.

City Noises

Another racket was added to the medley when men came to cut the grass with those high-powered cutters. They rode gaily under Ellen's windows, snipping off the grass, and making a nightmare of the day, with the clatter-clatter of the machines. The men seemed oblivious of the fact that this was a school.

When the echo of the cutters died away, Ellen took heart again, and took up her book. But no luck. A long procession of Army trucks began to roll past with a thunderous din. Ellen looked out at the khaki-clay boys manning them and wondered how soon they'd be in real action.

At the seventh period, when she had her largest class, apparently all the busses in town had business out her way. The day workers at the big airplane factory were going home, and another group taking their places. So the crowded busses lumbered by, when for the last time she was trying to read. Now it was Edwin Arlington Robinson's poems. Her students simply must not

leave school without knowing some of his unforgettable characterizations, Miniver Cheevy, Richard Cory, and The Man Flammonde. And that tragic picture of poor Eben Flood, whose friends were all gone. Could they ever forget that pathetic scene on the way home when Eben talked to himself and drank alone? The youngsters laughed when she read

"... he lifted up his voice and sang
Secure, with only two moons listening."

"Poor old Eben," thought Ellen.

"There was not much that was ahead of him
And there was nothing in the town below ..."

But she had to stop when a B-17 on a trial trip from the factory swooped down, almost taking off the roof, or so it seemed. You realized how low they were when you saw their shadows on the gym field. "Of course, these noises are necessary," she thought, "for the faster we turn out bombers, the sooner the war will be over." Even though the class had gathered on the side of the room away from the windows, they could hardly hear Ellen's voice.

Young Fliers

As she waited for a chance to continue, Ellen looked at the faces of boys, some of whom, all too soon, might be flying in the cause of world freedom. She hoped they wouldn't forget that gallant young aviator, John Magee, who gave his life for Britain, or his thrilling poem, High Flight. Every time she read it to a class, she was flying with him up into the blue heavens and feeling with him the joy of passing through clouds in the "sunlit silence," chasing the "shouting wind," topping "windswept heights"; and finally with the young poet she reached

"The high untrespassed sanctity of space
Put out my hand, and touched the face of
God."

Ellen laid aside her book, when the bell rang, and the youngsters rushed out, eager to leave school. Would they remember any of these inspiring lines? Had she given them anything to carry with them "out there"? It was almost too much to hope.

LATER that afternoon when, tired out, she was going home on the crowded bus, she met a former student she hadn't seen for a couple of years. And believe it or not, the first thing Mary said was, "Oh Miss Melone, I've never forgotten those poems you read to us. I never liked poetry before, until I heard you read it. I surely was thrilled by 'Patterns'."

Then Mary added, rather shyly, "Do you remember the poem I wrote about spring, that you said you liked? Well, that started me, and I'm still writing them. My boy friend—down in the South Pacific—thought the ones I sent him were very good ..."

When Mary left the bus, Ellen leaned back; the noises were forgotten. So some of them did get something out of her reading, after all.

"Tomorrow," Ellen firmly promised herself, "I'll read them The Spires of Oxford, garbage cans or no garbage cans!"

* * *

Business Education

California Conference on Business Education

THE annual California conference on business education sponsored by California Business Educators Association and Bureau of Business Education of the California State Department of Education, will be held in Fresno, on Saturday, April 13, 1946.

The morning session will consist of a talk to be followed by a panel discussion on "What's Ahead for Business Education in California. The afternoon meeting will be devoted to discussions and illustrations of teaching aids and devices in business education.

Officers of California Business Educators Association are: president, Blake Spencer, Oakland; vice-president, Daniel Siemens, Los Angeles; secretary, Olive Dietlein, Oakland; treasurer, Dorothy Bitner, Bakersfield. Editor of the CPEA Bulletin is Caroline Eberle, Dinuba.

The Bureau of Business Education is participating through the assistance of Dr. Ira W. Kibby, Chief of the Bureau, and members of the Bureau staff.

PUBLIC SCHOOLS WEEK

HERE IS A PLAN OF ACTION FOR OBSERVANCE OF PUBLIC SCHOOLS WEEK
IN YOUR COMMUNITY THIS YEAR

*Joseph Burton Vasche, Director of Curriculum, Placer County Schools; Dean of
Special Instruction, Placer College, Auburn*

*27th Annual Observance, California
Public Schools Week, April 8-13!*

FOR the first time in more than 5 years, the observance falls during a period of peace-time.

School people in every community will join with the Great Citizenry in observing the work of the public school system from pre-school and kindergarten levels, through elementary, secondary, junior college and adult programs.

Contributions of education in California are a matter of public record. Services which were provided by the schools during World War I assisted immeasurably in the mobilization of human and industrial resources, and were significant factors in the vast production of materiel so necessary in the Defense of Democracy.

The Good Life

It is fitting, therefore, that Public Schools Week this year be devoted to the future of education in this great State. Authoritative studies reveal unlimited possibilities in business and industry, and herald a growing population which will make California the national leader. The Place of Education in the Good Life Ahead might well be the theme of your school's observance in 1946.

Education For the Future can bring to every patron of your district an exact picture of housing and equipment needs of the schools, a summary of current programs, and an affirmation of the faith which every educator and every student has in the American Way of Life.

Suggestions which might prove helpful to you this year include the following:

1. Start right now by organizing an Observance Committee which will meet

immediately with representatives of community lay groups.

2. This committee should be responsible for, and plan all details of, the observance, with every faculty member an active contributor to the total program.

3. Here are certain activities which might be included in the observance:

A. Plan a series of student-faculty-lay programs before all organized groups in your community.

B. Emphasize open-house features at the school. Aspire toward 100% attendance of parents and home-owners in the district.

C. Prepare a published statement, written from the standpoint of the average citizen, explaining the educational program. This may be a special edition of the school newspaper, a faculty-written bulletin, or a pictorial leaflet. Every boxholder in the area should receive a copy of such a well-planned, attractively-printed publication.

D. A student-written pageant or radio program can be used effectively as a feature of the evening community meeting. Emphasis here should be placed on exact facts, presented in pleasant, simple manner by a large group of pupils.

E. Obtain cooperation of all newspapers and radio stations in your locality, and prepare special messages for use by these agencies. Both elementary and secondary school English classes can assume responsibility for development of this material.

F. The total observance must be geared together by a functioning over-all committee chairman. A tentative outline of services must be planned in the beginning. Duties should be delegated to specific individuals and small groups, and then occasional short meetings must be planned to check on the progress of exact assignments.

UNDoubtedly the greatest contributions to Public Schools Week come from the leadership and the work of individual teachers.

In order that the purposes and scope of this vital community observance may be understood by all teachers, it is recommended that every local committee plan, as an early step, a general orientation meeting for all staff members. At this meeting, faculty members may assist the committee

in formulation of plans, and assume duties which will enrich the over-all observance. Included on the agenda of such a meeting, for particular benefit of new personnel, should be a concise summary of previous Public Schools Week programs in the community.

Public Schools Week represents the one time in the year when the public at large is formally invited to inspect the school plant and to view the classes at work. With post-war demands for increased housing and modernized equipment, it is imperative that this opportunity be accepted as the one chance to present actual facts.

Well-illustrated graphs and charts may be displayed, showing school growth, contemplated pupil population in five or ten years, and a concise summary of equipment necessary to meet needs of the post-war scientific-industrial period. Friendly, courteous atmosphere must prevail in all details of the program, and both faculty members and students should serve as members of an organized greeting-escorting group.

It may be desirable to conduct a series of panel discussions throughout the community during the week, where representative parents and other lay citizens join with teachers and pupils in frank discussion of community educational problems. Invaluable suggestions for the curriculum, for school procedures, and for school housing always result from such congenial, cooperative exchange of opinion.

Our schools are as strong as the support which is accorded them. Every student is an ambassador to his home, and to the home next door. Administrators and teachers, by their examples, determine the support which students and parents and the community at large will grant public education.

Let us devote Public Schools Week this year to a presentation of the facts—the objectives, the needs, and the services of our schools. Results from such a dedication of purpose will contribute materially toward making our good schools, better schools!

FULL CITIZENSHIP

A GOAL OF EDUCATION

Wickliffe Stack, Teacher, John C. Fremont High School, Los Angeles*

THE nation today is facing an educational crisis. Not only have its teachers been taken by the Armed Forces in great numbers, but many have forsaken the classroom for other fields of labor, where opportunity to exercise their talents and receive commensurate remuneration is greater.

Young people are turning from the profession of teaching to other fields. Our training schools and teachers colleges no longer attract them.

Young women looking forward to careers and normal home ties, love, marriage, children, find no attraction in a field where, as soon as they marry, they can be dismissed at the whim of a Board of Education and all their education, experience, and opportunity can be rendered valueless because they were born women, not men.

Can we forget the "married women" bills introduced into the California Legislature during the depression which cost so much in time, money, and human effort to defeat? There is no assurance that those bills are permanently defeated or that in another period of economic stress they will not be introduced again and passed.

There is nothing in the Constitution of the United States to protect the woman teacher in California or in the nation. She is not a "person," but a "female." She has the right to vote, but in all other respects she is in effect the ward of the State, a sub-citizen, and subject to the whims of legislative bodies and laws which those whims produce.

The year 1944 reestablished the principle that a woman teacher could be dismissed for no other reason than that she chose marriage rather than celibacy as a way of life.

Boston forced the resignation of a teacher under a 60-year-old law which the Court sustained, declaring "working wives are a menace to the public health, morals, and general welfare."

The young woman at the time she married a Private in the Army was earning

\$2300 a year. She lost her tenure, her pension privileges, and her earning power through the Court's decision.

But in spite of the fact that through her marriage she had become a menace to the public health, morals, and general welfare of the community, the same community rehired her on a temporary basis at the rate of \$5 for each working day.

Ohio, like Massachusetts, invoked the privilege of forcing the resignation of a teacher for the sole reason that she married. Fourteen years work under Civil Service laws availed her nothing. She was forced to resign, and then was promptly rehired as a substitute at a reduced salary.

Is it surprising that young women eschew long years of arduous study, when they know that when they find love and all the richness of its promise they must turn away from marriage or surrender the jobs they have worked to attain?

The National Education Association has endorsed the Equal Rights Amendment, for it would make women citizens, not subcitizens; persons, not "females." Its passage would remove the Constitutional basis for passage of restrictive and discriminatory laws.

THE teachers of this nation are the medium through which youth must be trained in principles of democracy, self-determination, world cooperation, and world peace. Laws which close the door to opportunity in the teaching profession cripple the profession and inevitably the quality of education.

Bigotry, prejudice, discrimination will not, cannot solve problems for any of us. Youth must be free, thoughtful, trained, and that freedom, thought and training must not be based on sex.

The United Nations Charter declares its principles are to be applied without regard to sex or color or religion or race. We have adopted that Charter. Are we sincere or have we adopted it with the secret reservation that it shall not apply to American Women?

The Equal Rights Amendment is in Congress. Every teacher should urge its immediate adoption, that the equality the United States declares to the world may become reality, and that laws which close the doors to opportunity may be forever barred.

* Also teaches at Belmont and Los Angeles Evening High Schools.

Juvenile Delinquency and the School, by Kvaraceus, a book of 350 pages, gives a full account of the organization, growth, and development of Passaic, New Jersey, Childrens Bureau, of which he was director. His carefully-prepared, factual account and interpretation is of great practical service to all workers in the field of juvenile delinquency. Price \$2. Published by World Book Company, Pacific Coast representative, Clyde S. Jones, 428 Rialto Building, San Francisco 5.

* * *

Investing in Yourself

*Ruth Strang, Professor of Education,
Teachers College, Columbia
University*

MISS Strang, in this 90-page, high-school-text unit, *Investing in Yourself*, proceeds from a realistic basic assumption: The young person has an investment problem.

He needs to think it through, because the way he solves it will affect his whole life. But that problem is not primarily the oft-taught matters of buying stocks and bonds and real estate — those things come later, if ever.

His real, immediate concern is to invest wisely in himself: to save what he can and use his little savings to promote a good start in life. This is the soundest investment a young man or woman can make.

Here is sound guidance for the critical years — educational guidance, vocational guidance — coupled with straight thinking about dollars and cents, and written in plain, straightforward style, organized to be useful in a wide variety of courses and classroom situations.

Consumer Education Study, National Association of Secondary-School Principals, 1201-16th Street NW, Washington 6, DC; 25 cents per copy (with discounts up to 1/3 in quantity).

* * *

Dr. Lawrence B. White, former principal, Mark Keppel High School, Alhambra, is now assistant to the chief in the division of secondary education, State Department of Education, Sacramento. Bruce M. Lawson, former boys vice-principal at Mark Keppel High, has accepted the principalship of that school. James C. Peel, former principal of Alhambra Continuation School and Adult Education, is now boys vice-principal at Mark Keppel High.

Germicidal Lamps Come to California

*Three R's and an H for Burlingame
School Children*

TO the famous Three R's, "readin', ritin', rithmetic," which greeted pupils at Coolidge Elementary School, Burlingame, San Mateo County, when they returned to their studies this Fall, has been added an "H" for Health.

To protect them from infection, a battery of General Electric germicidal lamps has been installed throughout the building, to disinfect the air and to remove bacteria as rapidly as though the air were being completely changed 150 to 200 times an hour. Ordinary circulation in a room assures that all air will drift over the lights, if the latter are properly installed.

An innovation in student health protection, the attractive, modern Coolidge Elementary School is one of the first in this area to install the ultraviolet microbe chasers.

Philadelphia Record

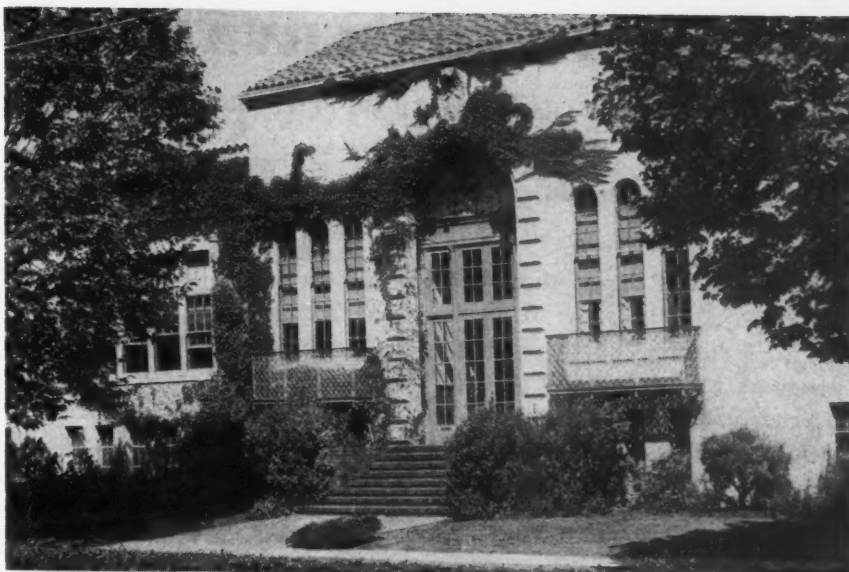
The Burlingame Board of Education was impressed with the health record established by germicidal lamps installed in three Philadelphia, Pa., schools during a recent measles epidemic. The Coolidge school was chosen as representative. It has an enrollment of approximately 164 students, consisting of 6 primary grades and a kindergarten.

Years of research have proven that the percent of airborne infection among school groups protected by the germ-killing ultraviolet lights is much lower than that among unprotected groups. Ultraviolet protection is no longer in the experimental stage; it has proven itself effective in the control of the spread of infection, not only in schools but in factory, dining rooms and offices as well, and will soon be used widely wherever people congregate.

* * *

Foods and Nutrition

Fern Silver, assistant professor of home economics and head of the department, University of Redlands, and author of *Foods and Nutrition*, *Nutrition*, *Foundations for Living* (with Mildred Graves Ryan), has written a praiseworthy new book, *Junior Foods and Nutrition*, issued by Appleton-Century; 240 pages, illustrated; price \$1.40. This admirable text is specifically designed for the junior-high-school girl and gives a practical course in the fundamentals of food and nutrition.



Above — Front view of Coolidge Elementary School building, Burlingame, San Mateo County, completely equipped with General Electric germicidal lamps.

Center — A classroom showing the germicidal lamps on molding above the blackboard in rear left of room.

Below — Classroom showing pupils protected by germicidal lamps. Absenteeism is low in this elementary school.

HEARING CONSERVATION

TOOLS FOR LEARNING: WHOSE RESPONSIBILITY?

Willard B. Hargrave, Instructor, Occidental College; Executive Director, Auricular Foundation, Los Angeles; President, California Audiological Society

WHATEVER merit there may be to the over-all approach to education in California, there is some question as to the need for a new, and better understanding of the basic principles underlying physical examinations of children, particularly as they relate to those tests which apply to the tools for learning: sight and hearing.

California is the only State in the Union requiring a health and development certificate for those who supervise the health of school children. Such persons may be physicians, nurses, dentists, dental hygienists, otologists, audiometrists, oculists, optometrists, or teachers with a life license and a special certificate in physical education.

Apparently the theory underlying the various groups being thus listed is for the purpose of selecting qualified persons for a particular type of examination. Yet the over-all purpose of a health and development certificate is to supervise the health and physical conditions of the school rather than the child and, according to the laws, any number of supervisors may be chosen from any group mentioned in the Education Code.

Fortunately, however, no person with a health and development certificate, other than a licensed physician, would dare undertake to conduct medical examinations. No one not a dentist or dental hygienist would assume it his right to diagnose the dental needs of the children. Yet the other professionals have the same rights under the law, and in special examinations, other than qualified persons have conducted a testing program simply because they had a health and development certificate and were available. The only reason they have been permitted to do so is because the professional practices they were invading were not controlled by a

profession strong enough to compel compliance with the intent of the law that only qualified persons do a specific job.

The exception to the rule applies particularly to vision and hearing tests. For several years oculists and optometrists have been qualified by statute for health and development certificates for the purpose of making them eligible for vision conservation programs. Since then there has been no excuse for untrained persons conducting tests of vision.

Hearing tests, however, have not until this term of school been under the control of any State board or agency, and until otologists and audiometrists were added to the Code in 1943 by the State Legislature, anyone able to obtain a health and development certificate could conduct hearing tests, even though at the time of beginning the program he might not have known how to set up the equipment. Also thoroughly trained audiometrists who were best qualified could not obtain health and development certificates.

Legislative Changes

The 1945 session of the Legislature corrected these errors by passage of S.B. 486; A.B. 1218 and A.B. 1219. All were signed by the governor.

A.B. 1219 clarified Chapter 883 of the Education Code in defining the status of a school audiometrist as one who has a certificate of registration as an audiometrist from the State Board of Health. A.B. 1218 added to the Health and Safety Code the authorization of the State Board of Health to thus register trained audiometrists.

S.B. 486 was amended to include school audiometrists under section 12137 of Article 8 relative to Standards for, and Authorization of, Credentials, of the Education Code.

Under the terms of this section each person authorized for service as a supervisor must possess a valid license issued by the State board or agency in charge of the applicant's profession in California, together

with additional professional training prescribed by the State Board of Education.

This means that hereafter, and beginning with this term, the time is past when an untrained person can conduct hearing conversation programs in this State. And to make sure that the mere possession of a health and development certificate is not sufficient to justify employment in the field of any other licentiate, the section clearly defines the limitations of the certificate by stipulating that: "This credential shall authorize service as a supervisor of health in the capacity shown therein." In conforming to the letter of the law, the school districts of California will protect themselves from claims developed by malpractice.

The School Nurse

In the absence of any legislation to the contrary prior to 1943, vision and hearing were assumed to be strictly and exclusively under the jurisdiction of the school health section, which in the majority of cases turned over to school nurses the added task of conducting what few tests were to be made. If the school nurse was trained and experienced, all was well, though by limited training in the pedagogic field, school nurses could not be expected to have a thorough grasp of the educational imports of vision and hearing as tools for learning.

Educators as a whole have never specialized in physical education and thus have been barred from obtaining health and development certificates. And although there is a definite need for any teacher to know the true conditions of a child's auditory or visual sense, until now there has been no possibility that a teacher could legally conduct tests of either for the purpose of analyzing these so very important senses in order that she might better serve the child.

While the reasons are many as to why a thoroughly trained nurse could become extremely valuable in conducting a hearing or vision conservation program, there are many more reasons why the teacher is the logical person for such programs. At best the nurse is with the child only during the time of the examination; the teacher must be with the child all through the school day. It matters little if the nurse knows that the child cannot hear well and that special attention is required by both doctor and teacher, if she cannot supervise the instruction.

CONDITIONS being what they are, the same information obtained by the teacher will gain far better results in the long run as far as the education of the child is concerned, and it is questionable whether the teacher would ignore the possibility of medical therapeutics any more than would

the school nurse. The one who conducts the test is the one who understands best.

Among the nursing profession itself are many who openly advocate a better understanding of the vision and hearing of school children by teachers, and who insist that it is an educational problem as well as medical. They point to one conclusive argument: the shortage of public health nurses and the heavy load they are already carrying.

Tools for Learning

It is being pointed out that vision and hearing as tools for learning are in reality portions of the mental processes. Schools conduct any number of examinations of the mental conditions, often stressing the importance of knowing the I.Q. Thousands of tests have been developed for ascertaining the educational achievements of the child while we are still in the pioneer stages of development of any concerted effort at using the practical means for acquainting ourselves with the function or malfunction of the instruments through which the achievement must have been received.

Of the many States making hearing tests, for instance, 16 require teachers to conduct them. One State demands it of its teachers under a penalty of a fine and imprisonment for non-compliance. Either California is not yet altogether modern in her educational program—as far as the hearing of her children is concerned—or these 16 States are. It is one or the other. And strangely enough, these other 16 States

require, in every instance, to point to the need for possible medical correction, and whoever conducts tests in California are not so required.

Referral to Doctor

The only law regarding referral stipulates that any child found to be hard-of-hearing is to be referred to the State School for the Deaf. (sic) Not a line as to a report being made to a physician except at the discretion of parents.

In spite of this, however, almost without exception those who conduct hearing tests in California take the admirable stand that one of the first things to do is to have the child examined by a doctor. For if medical science might be able to correct the condition causing the deafness the matter is ended right there, and the necessity for exceptional facilities is removed.

In no instance do those advocating teachers for hearing conservation programs remotely suggest that they do so without training. Teachers are required to attend institutes and summer sessions to keep themselves up to date in teacher technics. There would be nothing gained were they to be permitted to conduct a highly-technical hearing-test without training. Formerly this could not be obtained in California but there are now four institutions of higher learning where short, inexpensive training may be received: Occidental College, Stanford University, UCLA and USC.

Numerous teachers and nurses are pre-

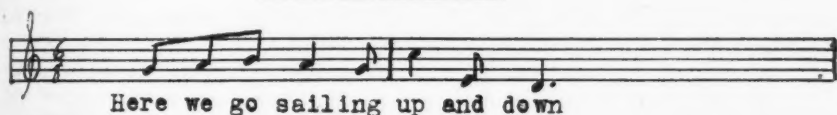
paring themselves for audiometrics. Many have already taken such work in order that they might better understand the aural problems of their children even though they have been unable to obtain a certificate. This was not demanded of them except by their own desire to do justice to the job to which they have been assigned.

A New Era

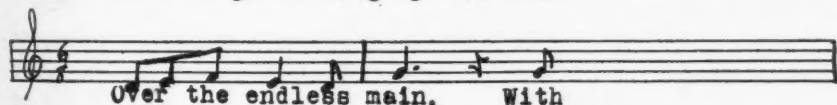
California is at the threshold of an era in which educators will not only have a better understanding of the tools for learning, but will have acquired information regarding the educability of children which will throw new light upon many problems of yesterday. The efficiency with which a child becomes a good aural reader depends upon the acuity and perceptual function of the auditory sense.

WITHOUT an understanding of this major sensory factor a teacher may be going in the wrong direction in her search for causes of retardation, poor reading ability and misbehavior. By learning all she can of the sense of communication; the sense governing language, and the sense through which the emotions are most quickly stimulated, she will have found that comparable neglect of hearing is a principal factor in accounting for the charges that schools are not firmly grounding their pupils in the fundamentals of the Three R's.

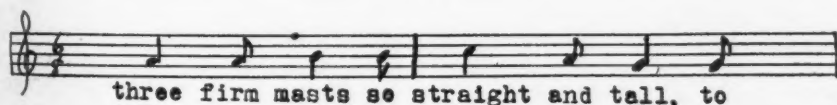
THE FLYING CLOUD



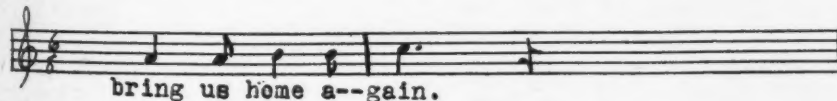
Here we go sailing up and down



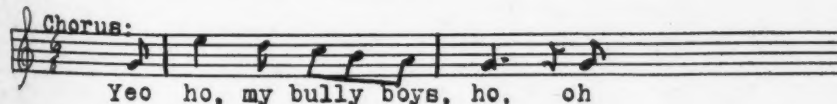
Over the endless main, With



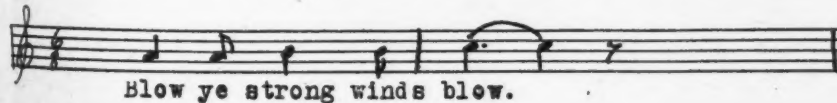
three firm masts so straight and tall, to



bring us home a--gain.



Chorus:
Yeo ho, my bully boys, ho, oh



Blow ye strong winds blow.

The Flying Cloud

Editor:

I am sending you a copy of the first song that the fifth grade students of Taylor Boulevard School in Millbrae have ever composed.

The unit-study for this class is "The Story of the Sea," a county unit, therefore, a verse was written by the children about the ship, The Flying Cloud.

The children were enthusiastic about setting the words to music and, as you see by their finished product, they proved themselves capable of doing so.

I told the children that I would send a copy to Sierra Educational News and now we are anxious to see if our song will appear in the magazine.

Due credit should be given to Mrs. Pearl Helps, the teacher of the fifth grade class, for her cooperation and assistance in writing the verse.

Sincerely yours,

Beatrice M. Ferraris
Music Supervisor

Millbrae Elementary Schools
San Mateo County

CASA COLINA

A HOME SCHOOL AT CHINO

Odetta Gover, Pomona

A YEAR ago the 35 patients at Casa Colina, a convalescent home for crippled children at Chino, San Bernardino County, had one of the biggest thrills of their young lives when they moved into a new school building especially designed for them. The many windows of the circular-shaped building look out upon beautiful Chino valley and the blue haze of distant mountains.

Partly responsible for the designing and erection of the building was Mrs. Clarice Hutchinson, principal of the school, who has been associated with Casa Colina since it opened its doors in 1938. The school is an integral part of the Home, whose inspiration was Mrs. J. R. Smith of Claremont, who in 1936 was chosen the American Mother. "Mother" Smith, who now serves as executive secretary of Casa Colina, was herself a victim of infantile paralysis in her youth.

The first impression one receives on entering the older children's room is of space and airiness. There is no symmetrical placing of desks. Over in one corner is a bed-stretcher over which has been placed a portable reading-table. Other stretchers and desks, built to accommodate wheel chairs, are placed at intervals about the room.

There is very little group-work as the young people are from widely different walks of life and have had varied educational opportunities. Even their modes of communication are different, for there are victims of cerebral palsy in the room who are unable to talk but can recite by using a "talking" board—a common alphabet-board on which they spell out whole sentences.

Radio and Books

A radio in one corner near attractively arranged bookshelves provides a ready means of listening-in on events of history-making importance. Or, after school hours, a secluded spot where an older boy or girl can read undisturbed or listen to his or her favorite program or ball-game.

There is a modern workshop which includes in its equipment several power-tools. One of the older boys has become so adept in the use of these tools that much of the work of repairing furniture and

equipment for the Home is now done in the workshop under his supervision.

A wide sunny corridor leads from the senior room to the primary room. Here, as in the rest of the building, there is ample room for two or more beds to be wheeled side by side. There are also few square corners for wheel-chairs to become meshed in.

Bright colors, mostly blues and orange, strike the eye in pleasant contrast as one enters the primary room. The same impression of space and airiness prevails here. One corner of the room is given to a wide assortment of wooden toys and building blocks to test a youngster's ingenuity. Another contains book cases and tables on which are displayed bright-jacketed children's books in such attractive array that no child could resist them. A miniature organ which plays real tunes is another popular feature of the room.

The desks are scaled to size and like the older children's are built to accommodate wheel chairs and braces. A large bulletin-board contains pictures, many of them of the youngsters' choosing. Drabness has no part in the room; the atmosphere is entirely a bright and happy one.

THE course-of-study followed at Casa Colina school is comparable to that offered by other public schools. The school is maintained by San Bernardino County De-

partment of Education and California State Department for Handicapped Children.

Across the hall from the primary room is a room that would never be found in the ordinary school building. It is large enough to hold a wheel-stretcher easily and is used for changing hot-packs when there are new infantile paralysis cases. By having it easily accessible to the school rooms children receiving the Kenny treatment lose very little time from their studies.

Designers of Casa Colina's new school building tried to think of every emergency.

* * *

Mathematics We Use

JOHAN C. Winston Company, with California offices at 408 West Pico Boulevard, Los Angeles 15, have brought out a three-book series, grades 7, 8, 9, by Brueckner and others, incorporating the best mathematical and social phases of the modern mathematics program on the junior high school level.

These textbooks, entitled *Mathematics We Use*, present a comprehensive instructional program which has been thoroughly tested in hundreds of schools. They give systematic, step by step, development of the fundamental operations. Diagnostic tests occur at frequent intervals to assist the teacher in locating pupils' needs for additional instruction.

Children at their desks in a Casa Colina schoolroom. Mrs. Clarice Hutchinson, principal, center, left.



HOME MAKING

IMPROVEMENT OF FAMILY LIVING IN THE POST-WAR WORLD

*Marvel G. Fisher, President, California Home Economics Association;
Head, Department of Home Economics, Alhambra High School, Los Angeles County*

THE theme chosen by the California Home Economics Association as their watchword this year is Improvement of Family Living in the Post-War World.

Yes, the war is over as far as the first line trenches are concerned but the battle for post-war adjustment has just now begun. We are now entering that much-discussed, much-planned-for post-war period. What is done with it will determine the future of the human race.

Everyone knows that the Home is the foundation of what we like to call civilization. What our homes are, so are our nations. Every person, and particularly every trained home-economist, is today faced with the responsibility for the improvement of family living so that this may become a better world for all members of society to enjoy.

Home making, as an integral part of the curriculum, is therefore a vital subject in today's educational program. There is no member of society who escapes the necessity of being a home-maker. Whether it be the father or mother of a family, a bachelor or bachelorette, a member of a family group or an individual living alone, all must eat, all must wear clothing, all must stretch their incomes to cover their needs and wants, all must live in harmony with their fellow-men; therefore, all are to be home-makers of one sort or another.

There are many aspects of family life that must be considered by the home economist. First are the human and social values such as companionship, love and respect, morality, spirituality, culture, and aesthetics. Then there are many aspects of family life and they are all enclosed in such skills and techniques as are suggested by the following:

Clothing, its selection, construction, care, purchase;

Food, its selection, preparation, service, and planning to meet all the body needs;

Housing, again selection, planning, furnishing, care, financing, gardening;

Children, their growth and development, care and guidance.

Lastly, there are certain intangible aspects

of family left to be taken into consideration; for example, management of income, time, labor, goods and services; and relationships, personal, family, and community.

In short, the improvement of family living is such a complex task that at first glance it seems overwhelming, but it is possible if enough time, thought and effort are put forth by those who teach and those who learn.

American Home Economics Association this year has adopted three major lines of work to be carried out by home economists all over the nation. These are, briefly, to:

1. Facilitate social, emotional and spiritual adjustments in the family and the community.
2. Assist families with planned saving and spending and with the development of an intelligent demand for post war services.
3. Further the improvement and building of houses and communities that better meet family needs.

Good Organization

To aid in developing the aims of American Home Economics Association in California, the State program was set up at the executive council meeting last Fall. The State association is well organized, having 8 sections, — Northern, North Central, Bay, Central, Citrus, Orange, Southern, and San

*Mrs. Marvel G. Fisher, President,
California Home Economics Association*



Diego, with a total membership of 1,000. Each section is organized with its own officers and an executive board composed of the chairmen of the various committees necessary to carry out the State and national programs.

ONE of several committees which concentrates efforts on furthering the first aim of AHEA, viz., to facilitate social, emotional, and spiritual adjustments in family and community, is the Family Relations and Child Development committee. This committee has set up certain goals for each of the 8 sections in the State:

Goal 1. Promote a program of family education in the community, in order to determine whether there is a need for a family counselling program, and then to seek expert and professional aid in the approach and understanding of the problems involved.

Goal 2. Cooperate with community groups to establish further activities in the improvement and extension of recreational opportunities for youth and for family groups.

Goal 3. Promote a Family Education Week. Enlist the participation of various community groups such as parent-teachers, churches, public schools, service and social clubs. The program should include radio, lecture, demonstration, and exhibits.

The Consumer Education committee keeps members in touch with legislation and economic trends which affect the consumer so that the association and its members over the State may make their influence felt in legislative measures affecting homes. This service will help toward realizing Aim 2 of the AHEA.

The third aim of the national association, to further the improvement and the building of homes and communities that better meet family needs, is directed by a Housing committee which is making an effort to find out the needs and desires of men and women for adequate family shelter and to cooperate with agencies and manufacturers who are working on the housing problem in California.

Many Committees

Besides these three major committees, there are numerous others dealing with varied phases of home problems. For example, there are committees on Food and Nutrition, Legislation, Radio, Related Arts, Research, Safety, Social Welfare and Public Health, and Textiles and Clothing, the objectives of which are indicated by their titles.

There has never been a decade in the past 100 years when concerted effort on the part of all education and social agencies was so urgent as the next ten years will be if we
(Turn to Page 26)

Reconversion of CTA to M

MORE than a year ago the California Council of Education, looking ahead to postwar problems of public schools, instructed a Statewide committee to study the situation and recommend a program. After weighing all factors the committee concluded that the after-war challenges to education were so commanding that they should be met by new and expanded services to teachers and to the public through Reconversion of the California Teachers Association. The committee's program was later approved by the Board of Directors of the State Association. It will be voted upon by the State Council in April, 1946.

THE program envisions a four-way Statewide plan of new and increased activity to be financed by annual dues of six dollars per member—four dollars to go to the State Association and two dollars to be retained by the Sections.

THE proposed program is premised upon realization that the splendid record of achievement made by the State Association over a period of 82 years provides a foundation of experience and confidence upon which the expanded program may be built; that education in a democracy is never static; that it must advance or fall back; that schools will be supported by the public only insofar as the public is enlightened as to their needs; that as problems multiply or increase in complexity the effort of school people through organizational activity to keep the public informed must be proportionately accelerated.

THE committee proposes creation of a Department of Research, a Statewide Public Relations Field Service, expanded activity in the field of publications and establishment of a Legal Department to advise individual teachers and local teacher groups.

RESEARCH

ADEQUATE school research is badly needed in California. The plan of the committee would meet this need. Headed by a competent director, with assistants, the proposed new department would *assemble all pertinent data* and prepare regular and special

reports for publication in
Sierra Educational News.

THE field of research is in suggested subjects: teachers and zation of elementary and secondary need for teacher recruitment and ing methods in special fields; sec ers in small school districts and cial data needed by CTA; d legislation. This service of public, to teachers, to Sections local ties and to the Legislature.

As WE in the

Despite new responsibilities imposed by peace, and indeed by education, its old two-front problem of the learning needs and the money to get the money with which to meet them is high. Essential public education is the tax dollar with which to finance Teachers are scarce. Enrollment are and will be critically reduced. The blocks we must sinew our revolution profession. That is why we oppose the Tests of Peace.

For State
See February Sierra Educational News

Statewide Committee

VERA HAWKINS
San Diego

MALCOLM P. MURPHY
Sacramento

R. D. CASE
Salinas

MRS. LOUISE GRIDLEY
Berkeley

WALLACE HALL
Ross

MAY R. McCARDLE
Fresno

MRS. VERA MORAN
Fortuna

MARY VIRGINIA MORRIS
Los Angeles

ROY SIMPSON
South Pasadena

Meet the Tests of Peace

on contribution in bulletins and in the

ews.

is indicated by the following
and the cost of living; equali-
and school support; teacher load;
raining public education; teach-
l fielder security; protection of teach-
and non-tenure teachers; spe-
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T. S. McQUIDDY
Watsonville

MRS. ALMA THOMPSON
Ferndale

ROBERT GILLINGHAM
Compton

BETHEL MELLOR
Hanford

EARL G. GRIDLEY
Berkeley

E. P. MAPES
Willows

FRANK WILLIAMS
Miranda

FIELD SERVICE

THE proposed Public Relations Field Service would radiate the message of schools to the public and to teachers and would assist local and Section organizations in all matters affecting their programs and welfare.

THE Department would be staffed by three directors with clerical assistance. One with office in San Francisco would serve the Coastal area from San Luis Obispo to the Oregon line. Another at Sacramento and Fresno would serve the Central and Mountain areas. A third at Los Angeles would serve Southern California. Field directors would be on call to assist local teacher groups. They would *conduct regular and special conferences* with officers and committees of the CTA Sections and of local teacher organizations. They would *maintain regular contact* with lay groups. They would be available for *public speaking engagements*. They would prepare *news releases* and *informatory articles* for the Sierra Educational News. They would *assist local groups* in organization and direction of campaigns.

ESTABLISHMENT of such a Statewide service would provide an agency of real worth to the public and to the schools in their combined efforts to meet the tests of peace.

LEGAL DEPARTMENT

THE proposed Legal Department would, upon request, *provide opinions* for administrators and teachers upon school legal matters. As heretofore, the State Association would not enter Court cases except for the establishment of a precedent.

ESTIMATED annual cost of operation of each of the three new services would be as follows: Research Department, \$20,000; Public Relations Field Service, \$36,000; Legal Department, \$6,000.

are to strengthen the home life which we so glibly say is the foundation of democracy.

World War II has wrought untold havoc in family unity, discipline, and ideals. The California Home Economics Association will be proud when and if it can review each year and report specific contributions to repairing this damage.

We hope principals and superintendents will help us along our way by constructive

criticism. We trust that program makers will not give us the "exclusive" task of "doing something" with the boys and girls of lowest mental and social caliber, as is too often the case, gratified as we are to be a haven of refuge for these boys and girls.

We want to help in developing strong leaders and home-makers capable of coping with the exciting and challenging days ahead.

TEXTBOOK SHORTAGE

THE TEXTBOOK SHORTAGE TO CONTINUE

Statement by California Bookmens Association

THE past three years have been difficult, troublesome years for the schools of California and of the nation. Shortages of trained teachers, of school supplies and equipment, and even of basic textbooks have plagued administrators and teachers in carrying out the educational program. It is now evident that the teacher shortage will be the first of these to be relieved.

Textbook publishers have expressed their appreciation of the cooperation of schools in getting orders in early and for the patience that teachers and administrators have shown with delays in the receipt of orders. The publishers believe that school-people have realized the difficulties under which all publishers worked during the war. Some of these handicaps were:

1. Despite the fact that textbook publishers use but 2% of all book-paper manufactured, they were cut from 15%-25% of the amount of paper by weight used by each company during the year 1942. Because of the very greatly increased use of paper by various governmental agencies, with priority on the supply, not enough paper-pulp could be produced to supply the book publishers in all cases with the quotas to which they were entitled.

2. No consideration was given to the importance of educational publishing. Textbook publishers were cut as greatly in their paper supply as were, for example, publishers of pulp magazines.

3. Paper allotments were not made on a full year basis, but by quarters,

with the consequence that manufacturing schedules were difficult to plan or maintain. Delays in the securing of paper aggravated the problem of getting books to the schools on time.

4. In each new printing of a standard book, 10% less paper by weight was required by the WPB, causing difficulty in maintaining standards.

5. Manufacturing problems were augmented by difficulties in securing trained labor, in securing book-cloth, in securing machine-parts for repairs, and in the purchasing of any new machines.

Many Continuing Shortages

Unfortunately, the recent removal of governmental restrictions on paper and cover cloth does not mean that textbooks will become immediately plentiful. A recent authoritative survey indicates that there will be shortages of paper, cover cloth, skilled labor, and new machinery to replace worn-out machinery, throughout 1946.

In other words, manufacturing conditions beyond the publishers control will still exist for months to come. The textbook publishers hope, therefore, that school administrators and teachers will continue to get their book orders in early, well ahead of the time when the books are needed in the classroom, and that they will continue to be patient over delays in receiving books that have been ordered.

State School Boards

NATIONAL Council of State School Boards Associations, organized in 1940 with Mrs. I. E. Porter of Bakersfield as organizing President, met recently in Springfield, Illinois, to formulate a program for post-war activities and to elect new officers.

Arthur J. Crowley, president of New York State School Boards Association, was unanimously elected president of the National Council. Other members of the executive committee include Fred Thatcher (Louisiana), first vice-president; Charles F. Whittaker (Idaho), second vice-president; Robert M. Cole (Illinois), executive secretary-treasurer; and Mrs. I. E. Porter (California), immediate past-president.

A re-statement of Purposes of the National Council, as contained in the Constitution, reads:

1. To work for the general advancement of Education for the youth of the United States and its possessions.
2. To study the educational program of the different States and disseminate this information.
3. To work for the most efficient and effective organization of the Public Schools.
4. To work for the adequate financial support of the Public Schools.
5. To study educational legislation proposed in Congress to the end that the various State school board associations may be informed of such legislation.

Executive officers and members of California School Trustees Association have been actively interested in the National Council. Similar organizations in other States realize that although free Public Education should be available to all boys and girls of the nation, there are many States and areas which offer very meager educational opportunities to young citizens.

School Board Members, as the elected representatives of the people, must assume certain responsibilities for a better equalization of the support of Public Education as well as for the improvement of opportunities in certain States.

This has been the motivating purpose in the organization of more than 20 State school board associations. Such State associations have proven of great value in the stimulation of public interest in education.

Mrs. Porter as the retiring President of the National Council, will continue to serve on the Executive Committee.

The new President, A. J. Crowley, is well known to educational groups because of his active participation in affairs of the New York State School Board Association, and various other educational groups, as well as for his position as director of the educational staff of Readers Digest.



We Congratulate the Public School Authorities

on their magnificent handling of the many intricate problems presented to them during the past four war years.

Management, Supervisors and Teachers

have cooperated in an almost unbelievable way. Irritating delays, shortage and confusion have been met with a spirit of friendliness, good temper and understanding.

We take this opportunity to express our appreciation to our many new and old customers for their patience.

We have not fully recovered our former production capacity—scarcity of help still causes delays—so we continue to request early orders. Specify date for shipment.

HOLDEN PATENT BOOK COVER COMPANY

Miles C. Holden, President

Springfield, Massachusetts

WORLD FRIENDSHIP

AND GOOD PUBLIC RELATIONS DURING AMERICAN EDUCATION WEEK

Charles S. Lofton, Sponsor, World Friendship Club, South Gate High School,
Social Studies Department*

THE World Friendship Club of South Gate Senior High School (Los Angeles City) helped to publicize American Education Week by provid-

ing the program for the South Gate Rotary Club at its regular weekly luncheon.

This was a special occasion for the Rotarians, as they had their wives as guests of honor for the day. Approximately 125 members with their Rotary Anns were served a good luncheon at Morrell's Cafe on Long Beach Boulevard.

The program consisted of a 7-student forum "Blueprint for 'One World,'" discussing the question, "How can the United Nations prevent the first steps of World War III?"

Presiding over the forum was Esther Franzen, President of the World Friendship Club, and her six assistants, viz., Brian Trankle, Pat Bloomquist, John Carter, Kerry Booth, and June Rundell.

An overview of the United Nations organization with its Preamble was given, the Atomic Bomb as a means of preserving peace, how radar and scientific discoveries

will be used in postwar reconstruction, promoting world trade, and how education is to be used in helping nations toward a free government were discussed.

The recent article, World Government or World Destruction, by Stephan King-Hall in News Letter, was used as an introduction for the forum. Entering on the new age, every human being has a stake in world affairs today.

The United States, Great Britain, and Russia are entering on a new era, and national problems become world problems. It is the business of national sovereignties to build for peace,—and that "World Government must be a hardboiled, practical and urgent necessity of all nations."

International Goodwill

In line with the fourth object of the Rotary Club, "International goodwill and justice among the nations," the World Friendship Club on several occasions has presented similar programs that have inspired thinking among the business men of the group.

This extra-curricular club of the Social Studies Department is proud to have been invited to the Rotary Club to present a program of two-fold purpose,—International Understanding, and American Education Week.

*I have been asked to write this story of American Education Week activities of the World Friendship Club.

As a teacher in the social studies department and sponsor of the Club, I have briefly made a few notes on this one program. There are many other activities of the Club, and this is one way which an extra-curricular activity may justify its existence.

Our Club was awarded the School Service Award Plaque as the most outstanding club in school for three consecutive years. The program has been given twice already, viz., Parent-Teachers Association of Bryson Avenue School, and the Rotary Club.

It expects to give the same program two more times,—the Kiwanis Club and the Los Angeles City and State Federation of H. S. World Friendship Clubs. This volunteer group has given many programs in Huntington Park, South Gate, and the Southeast area.

Many students and teachers believe it deserves special attention. Sincerely, Chas. S. Lofton.

SCHOOL LIBRARIANS

*Mrs. Maurine S. Hardin, Librarian, University Senior High School, Oakland**

SCHOOL Library Association of California, our State professional organization, brings together those interested in creating better service and increased use of libraries by teachers and students. It has been active and growing since 1915.

Because frequent meetings for the discussion of common problems promote greater unity of purpose and interest, the State Association is comprised of two sections, the Northern and Southern, to shorten travel distances in attending meetings. Each of the sections has its own officers and committees. To bring about closer affiliation and understanding of all projects the State officers meet with the executive board of each section, and the section presidents serve on the State executive board.

In like manner, each section works closely with California Teachers Association, through its own representative. Our State President is also active on the CTA State Council. Thus an important integration of libraries and education is brought about.

Many common problems are discussed or debated in our splendid publication, *The Bulletin*, along with news and articles contributed by the members. The membership dues include *The Bulletin* subscription. Last year, we had the largest membership in the history of the State Association. Still many of our school librarians do not belong. Elizabeth Patton, State president of the association, believes that only through active participation in the group can each librarian share in the common interests.

To keep us in touch and to represent us in national activities two of our members, Marjorie Van Deusen, representative of our State association, and Jessie Boyd, serve on the American Library Association Council.

* Chairman, Publicity Committee, School Library Association of California.

Other members of our State association are active on ALA committees.

The American Association of School Librarians is the national professional organization for service to school librarians, both full-time and part-time. It is a section of American Library Association, Division of Libraries for Children and Young People; and, therefore, members of the AASL share in all the benefits extended from the ALA. One membership fee covers affiliation with ALA, with the Division, and with AASL and brings each member the publications of all three.

Three Publications

The three publications automatically included with membership are:

1. *ALA Bulletin* — issued monthly, except August, and semi-monthly in October and December.
2. *Top of The News* — issued 4 times a year.
3. *AASL Newsletter* — issued periodically.

Through the combined efforts and support of school librarians the AASL has been instrumental in promoting and improving school libraries to an extent that would not have been possible by individuals working separately.

Representatives from the Association assisted in the preparation of the bulletins *A Basic Book Collection for High Schools* and *A Basic Book Collection for Elementary Grades*. The group was active in the preparation of the bulletin of standards, *School Libraries for Today and Tomorrow*, which is receiving national recognition by educational agencies.

Exhibits of school library materials and arrangements for consultants have been made for many years at meetings of the American Association of School Administrators and at NEA conferences.

These and other projects of the AASL from which all school librarians derive direct benefit could not have been carried on without the cooperative work of many school librarians. With the continued growth and development of school libraries and their activities there is an ever-expanding need to undertake projects in many new fields. In order to meet this responsibility your professional library organization needs the active support of every school librarian. The accomplishments of the Association depend directly upon membership support.

Won't you join other school librarians in strengthening these associations? To join

the School Library Association of California, send your dues of \$1.50 to

Northern Section — Mary Lins, Treasurer, Portola Junior High School, Bacon and Girard, San Francisco 24.

Southern Section — Mary Louise Fundenberg, Treasurer, Eliot Junior High School, Altadena.

To join American Library Association, send your dues to the Membership Department, 520 North Michigan Ave., Chicago 11, Illinois, stating that you wish to become a member of

- (1) American Library Association,
- (2) Division of Libraries for Children and Young People, and
- (3) American Association of School Librarians.

Membership dues are based on individual incomes* and are as follows: Salary \$1200 and under, \$2 annually; \$1201-1500, \$3; \$1501-2100, \$4; \$2101-3000, \$5; etc.

Your ALA membership dues, whether \$2 or more, entitle you to membership also in the Division and in the AASL without additional fees, but you must indicate these affiliations at the time you pay your ALA dues.

In cities where zone numbers are used be sure to indicate your zone number.

* * *

Jeep Herders

Youngsters Hail Planet's Initial 16MM Film

SCHOOL children like 'Jeep Herders,' says Jack Seaman, president of Planet Pictures, "and any doubt as to its acceptability in schools can be dispelled by observation of the interesting reactions at any of our dozens of Los Angeles schools."

Typical are local showings at Pomona, Pacoima and Huntington Park, which evinced great interest and aroused particular comment on Planet's policy of producing 16MM color features, devoid of smoking, drinking or any suggestive scenes.

At Huntington Park, 700 youngsters viewed two showings of *Jeep Herders* at the Gage Avenue Junior High School auditorium. At Pomona, educators came forward to voice unanimous agreement that this type of entertainment is of good value and lauded Planet's policy of presenting wholesome screen entertainment.

Teachers and principals alike indicated a desire for forthcoming Planet films, the next of which is a fast-paced, action-thriller, "Detour To Danger."

School Amphitheater

Editor:

A project in practical education has just been completed by the students of the 8th grade in our school. It may prove of interest to others.

In 1938 the WPA began the construction of an amphitheater on a hill in back of the Hoover School. The hillside was terraced and faced with stone, then the project was abandoned.

Last October, 1944, the 7th grade, admiring the natural beauty of the spot, began talking about finishing the project and graduating from there. After much discussion and advice from parents familiar with the type of work, the actual work began in January, 1945.

The terraces, hidden by weeds and forest growth, were cleaned off by the children, using hoes, shovels, rakes, and picks. This took many Saturdays and Sundays of work. Next, the area selected for the stage was cleaned, surveyed, and made ready for building.

Because of priorities, lumber was pur-

chased second-hand. There was the job of carrying it up to the building site and this was done by willing and eager children. Lumber for the bleachers was also carried up, 4000 board feet in all.

Forms for piers to support the stage were placed and filled with cement. This concrete, one yard, was delivered ready-mixed. In buckets it was carried up the hill, 420 individual trips being necessary to fill the forms. The beams were placed under the guidance of a parent, and the project from there on was hammers, nails, saws, and hours of time. The cost of materials was about \$350.

Formal Dedication

On October 7, 1945, the project was formally dedicated. The class prepared a fitting ceremony, invited a few noted citizens and officials and ended the program by inviting all to use the amphitheater and enjoy it.

This project undoubtedly gave the boys and girls participating a chance to experience many things that would not have been gained in a classroom. They learned how to work together in a new way, they have had real experience in working with lumber measurements and all related arithmetic

problems. They have written dozens of letters, contacted many people, planned money-raising activities and have had a very real sense of responsibility in carrying out these plans. The satisfaction of having been a part of the project is something gained in self-realization.

Hoover School
Burlingame
San Mateo County

Sincerely,
Lloyd Lynes,
Principal

* * *

National American Indian League, organized to secure for our native American Indians the full rights of citizenship—the right to vote, freedom from reservation restrictions, and unimpeded progress in educational and general welfare, has its headquarters at 2412 Belgrave Avenue, Huntington Park, California. The national secretary is Warcaziwin-Sunflower. State president for California is Rolling Cloud.

The League, endorsing increased study of United States history in California schools, offers the suggestion that attention be given the scholarly and authentic works of such eminent students of the American Indian as Hyatt Verrill, Hartley Burr Alexander, Melvin Gilmore, Paul Radin, Ernest Thompson Seton, Chief Standing Bear and Mary Austin and that their works be included in the regular curriculum.

THE AMERICAN STORY

By Gavian and Hamm

For the required history course in grade eleven, this vivid story of the American people captures the imagination of every pupil. It provides a complete survey of American history from Colonial times to the present, with emphasis on the major trends in our history. Nearly two-thirds of the book is devoted to the period since 1850, with stress on our social and economic backgrounds and position in world affairs. Simple vocabulary. Superb illustrations. \$2.40.

A Pupil's Guide and Teacher's Manual now ready.

D. C. Heath

182 Second St.

San Francisco, 5

Turney of Los Angeles

LOS ANGELES City College students, under tutelage of H. M. Turney, an outstanding college drama coach, are profiting by experiences of the Navy and Army Air Forces in the field of voice training.

Turney, now in his 18th year as chairman of the Department of Drama, ranks high in his profession due, among other things, to his willingness to utilize new and unusual techniques and equipment in the instruction of budding Thespians.

The latest piece of equipment to grace the City College drama department is a Magnetic Tape Recorder. It was used with notable success by the Armed Forces in improving enun-

ciation, pronunciation, and speech accentuation in the vital field of radio communication.

Turney has put the equipment to similar use in his drama classes and has even utilized it in perfecting dialects.

"Situated near Hollywood, the world's screen and radio capital, City College must provide speech instruction acceptable to stage, films and radio," declared Turney.

Like many another institution, City College found it was able to buy at far below ceiling price because a quantity of recorders, made for commercial requirements, had been released through war contract termination to Magnetic Recorders, Los Angeles distributing firm.

A complete unit within itself, the magnetic recorder requires no discs nor sound-film and plays back immediately without rewinding.

H. M. Turney, veteran drama coach of Los Angeles City College, profits from experience of the Navy and Army Air Forces by utilizing a Magnetic Tape Recorder in speech training. Here Turney, college mentor of the movie famous, is seen with Renee Hillman.



Fateful Wheels

Grace H. Laughlin, Teacher, Grades 5, 6,
Cram School, East Highlands,
San Bernardino County*

SLOWLY, with drooping heads,
The panting oxen trudged patiently forward
Thro' the inexorable sand.
Their line of progress was partially erased
By the wind — which darted out
From the far-flung purple hills —
Like a broom in the hands of a careless
maid.
For here the footprints were swept away,
But there they were left.

The fretful wail of a travel-worn infant
Could not drown the creak of the wagon
train.
While his weary mother looked
Prophetically forward,
The alert, dauntless father —
Carver of destiny —
Was ever watchful lest harm
Befall the brave pioneers.

Clouds of choking, stifling dust
Kept sifting . . . sifting .
Its grimy shroud over
Every vestige of gracious living:
Kept casting its pall,
But could not envelop that deathless courage
Which impels human fortitude.

Straining gallantly at a load
Which seemed to ever grow heavier,
Round and round the crude, hand-hewn
wheels
Groaned unceasingly:
Round and round the wagon wheels
Rolled on . . . and on . . . and on!

* "Our unit-of-work on Pioneers inspired this poem."

* * *

Everyman's Spiritual

W. J. Sanders, Los Angeles

COME down, God, to Thy people,
Through pulpit, school, and press,
To succor and guide Thy children:
They're lost in the wilderness.

Come down, God, to Thy people,
* Through those in power and place,
To share with all Thy blessings,
Whatever their lot or race.

Come down, God, to Thy people,
And teach the minds of men
By compassionate understanding
To live in kindness again.

March of Dimes

January 14-31

THE power of Education gave added strength to the fight against poliomyelitis last year.

That strength was needed — more than 13,000 cases of polio were reported in the United States in 1945, fourth highest year on record in this country. Epidemics raged in sections of Tennessee, Utah, Illinois, New York and Montana.

Record contributions to the 1945 March of Dimes, annual appeal of National Foundation for Infantile Paralysis, enabled the Foundation and its local chapters to continue and extend the many-sided war against the Great Crippler.

In the schools, teachers played a vital role in the battle against polio by their educational work with students. At home, parents helped combat the disease by acquiring and sharing with their families the information on polio made available by the Foundation.

From the ranks of non-professionals last summer came the new PEV organization — Polio Emergency Volunteers — to battle the

Great Crippler with knowledge and trained hands. More than 2,000 men and women from all walks of life have joined this organization since its formation.

Recruited by local chapters of the National Foundation for Infantile Paralysis and trained under professional supervision, PEVs complete a 16-hour course of instruction in the nature of poliomyelitis and elementary nursing care for polio patients.

The National Foundation appropriated more than \$2,000,000 for educational and training programs on professional and public levels.

More than half of these appropriations were for scholarships in physical therapy. A serious national shortage of qualified physical therapists developed early in World War II and still persists.

Physicians, nurses and medical social workers were given the opportunity to study modern theory and techniques in poliomyelitis through special medical school courses supported by grants from the National Foundation.

No Victim Untreated

Living up to its pledge that "no victim of polio shall go untreated for lack of funds, regardless of age, race, creed or color," the National Foundation sent nearly \$1,000,000 in emergency aid to epidemic areas, supplementing the dwindling funds of local chapters.

Poliomyelitis is one of the most expensive diseases known to medicine. Many victims of past epidemics must receive continuing care, sometimes for several years. Each year's outbreaks add new names to the steadily growing list. Hospitalization for a single patient costs more than \$3,500 per year. Very few family budgets can stand such a strain.

The fight is costly and grows more costly as the National Foundation expands all phases of its activities and meets the cost of polio epidemics.

Of all contributions in any county to the annual March of Dimes conducted January 14-31 by the National Foundation, half is retained by the local chapter for special equipment, hospitalization, transportation, treatment and care of polio patients. The other half goes to the national organization for research, education and emergency aid in epidemics.

Standing ready on every sector of the polio front, the National Foundation for Infantile Paralysis is a vital weapon for all America — a weapon of trained skill and experience against the common enemy, poliomyelitis.

"If ever there was a cause, if ever there can be a cause, worthy to be upheld by all the toil or sacrifice that the human heart can endure, it is the cause of education." Horace Mann

THE NEW REVISED EDITIONS OF

PROSE AND POETRY

(GRADES 7 THROUGH 12)

These new books for junior and senior high school groups keep pace and keep faith with true educational values. They retain all the superior features of the older editions, yet they have been brought up to TODAY. From the oldest of the best-loved classics to literature which has come from World War II, these revised editions present prose and poetry to the child according to his age and interest level.

A definite program of Character-building . . .
Citizenship Training . . . Emotional Guidance and
The Development of Thinking World Citizens.

Like thousands of other teachers, you will be delighted with this course. Write today for folders.

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MR. GRAHAM H. BEEBE
1200 Cortez Avenue, Burlingame, California

THE
PROSE AND POETRY
SERIES

TODAY'S CHILDREN

CAN WE STAND THEM?

Ernest G. Bishop, Teacher, William McKinley Junior High School, Pasadena;
Frank R. Walkup, Principal

Dear Editor:

Recently I read an article
Entitled, "I Can't Stand Today's
Children," and accordingly the
Author is saying good-bye to
All that after 25 years
Of teaching. Furthermore,
Conditions in the classroom
Are "unbearable."

It is not, the author points
Out, the rise in living costs
And the consequent lessening
Of purchasing power of a fixed
Income, or the added burden
Of war-time duties. It is
THE CHILDREN (those rough blocks
Of granite that require infinite
Pains to polish into marble)
Who make a nightmare of the
Teacher's life. For one thing,
During the war unskilled juveniles
Made more money than teachers,
And so pedagogs lost prestige,
Community standing, and the
Proper respect of the adolescent.

As stated,
The chief complaint is against
The species of homo sapiens, jr.
That torment & bedevil the teacher
With their barbaric antics
And uncouth and insolent
Manners and speech. They are that
Way, the author points out, because
The home has failed to do
Its duty in molding and shaping
Youth into mannerly, responsible,
And law-abiding citizens, in whom
Teachers delight, and of whom the
Home should be proud. (Incidentally,
Disciplined children lighten the
Teaching load immeasurably.)
However, it appears that the
Modern home works in collusion
With rude and irresponsible offspring
And encourages their anti-social
Behavior. Freedom seems to mean,
To parents and pupils alike,
Removal of all controls, and
Display of discourteous conduct is

Regarded as independence and
Self-expression. And no matter
What happens, Junior and Sue
Should not be subject to
Inhibitions and frustrations. So
They are encouraged in their
Crude and boorish tactics, which
Make life utterly unbearable
For the teacher.

There is, unfortunately, some
Truth in this criticism of the
Younger generation, that, in many
Cases, are but the victim of
Circumstances and a faulty home
Environment. If the older
Standards of the home seem to
Be slipping, it is the parents,
Not the child, who are responsible.
Gold is where you find it, and
The author of the article in
Question has evidently not
Succeeded in uncovering
Much precious metal.

In some cases it might be possible
For the teacher to supply the lack,
To be kind, patient, understanding,
To be the father or mother who is
Really missing in the child's life.
Such an understanding has
Possibilities of paying off in
Rich dividends. It is easy to
Condemn; to understand requires

Tolerance and a willingness
To do some constructive thinking.

While the acts and speech of
Some children may dull the keen
Edge of teaching enthusiasm, yet
There are times when children
Bring sunshine into an otherwise
Drab day, by such unexpected
Courtesies as polite speech,
Thoughtful deeds, and consideration
For others (including the teacher).
Beneath an unpromising surface
There may be a solid core of
Decency and respect for at least
The rudiments of the amenities.

BE that as it may,
No one has yet solved a
Troublesome problem by running
Away from it. Our greatest
National asset is not our farms,
Mines, forests, ships, factories,
Or Wall Street wealth. Rather, it
Is the rising generation — the hope
Of a better world, a more wide-spread
Democracy, and an enduring peace. If
We lose faith in our children, what
Hope have we for tomorrow?

* * *

Crafts in Wood

An Important Book for Schools

MANUAL Arts Press, Peoria 3,
Illinois, has issued Creative Crafts In
Wood by Michael C. Dank. A beauti-
fully printed and profusely illustrated
large-format book of 200 pages, it
thoroughly covers, in a most practical
way, coping saw woodworking, wood-
stipple craft, and wood-chipping craft.

This fine book is full of remarkable ideas
for designing and making trays, wall shelves,
ornamental boxes, beach sandals, small
tables, belts and belt ornaments, garden
markers, plant stands, lapel pins, models of
boats and airplanes, jointed toys for small
children, book ends, and many other proj-
ects of wide variety.

Each process — including finishing — is
discussed and analyzed in close connection
with full-page designs and photographs of
finished articles, special details, and tool
uses.

It is the sort of book of which every
school should have several copies; price \$3.



**JOIN THE MARCH
OF DIMES**

The National Foundation for Infantile Paralysis

San Diego Cinderella

She's a Beauty Queen Now

ACCORDING to an Associated Press dispatch, Phyllis Mathis of San Diego first won a 3-year contest with infantile paralysis.

Then she entered another contest, in which she just missed becoming Miss America of 1945. She swore her friends to silence about her illness because, she explained, she didn't want sympathy from Atlantic City's beauty judges.

The 19-year-old "Miss San Diego" was first runner-up in the national beauty contest. Thousands who cheered her performance were unaware that for three years she had struggled just to walk.

Miss Mathis was a 14-year-old high school freshman when polio struck. Ironically, her mother—a volunteer nurse—was caring for another victim of infantile paralysis at the time. Phyllis suffered paralysis of the trunk and left leg.

"They didn't want me to move that leg, but I did," she says. "My mother and sister worked with me constantly, giving me massages and keeping my hopes alive. I wouldn't let myself relax because I wanted to get out and play tennis."

Back on her feet at 17, with a high school



Phyllis Mathis of San Diego, a high school girl who overcame polio

diploma she earned by studying under a tutor, the girl who wouldn't give in to polio enrolled in a photography school. Within a

year she had opened a studio as a specialist in camera portraits of babies. The studio prospered. She also took up modeling, painting in oils and soft-shoe dancing.

That was her three-decker career when a doting uncle cut a new pattern for her.

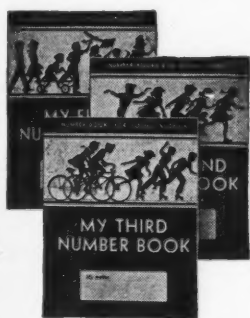
Contest and Victory

"One day he telephoned me and said: 'You're going to enter a contest.' He rushed me to a ballroom, handed me a printed form and told me to sign it. I didn't know what it was all about, but if he wanted me to do it, I knew it was all right."

Miss Mathis was voted the title of Miss San Diego. A month later she was the winner of the \$1,000 Tangee scholarship to any college in the country, and the object of attention from motion-picture companies.

* * *

Young Voices, a quarter-century of high school student writing selected from Scholastic Awards, a book of over 400 pages, is published by Harper and Brothers; price \$3. This noteworthy anthology gives a full view into the minds and hearts of American youth; much of the writing is of surprising excellence.



New - - Unique - - Modern MY THIRD NUMBER BOOK

A workbook-text edition of
ARITHMETIC FOR YOUNG AMERICA, GRADE 3
by Clark—Baldwin—Hoye—Dewey

A combined text and workbook with complete developments, ample practice, and fully illustrated: no other books required. A year's work simply and meaningfully presented. List price, 48 cents.

For the primary grades, MY FIRST NUMBER BOOK, MY SECOND NUMBER BOOK, and MY THIRD NUMBER BOOK provide a sound, meaningful program of instruction in arithmetic. This may be followed by the new series, ARITHMETIC FOR YOUNG AMERICA, for grades 3-8. In third grade, either the cloth-bound textbook or the consumable workbook-text may be used.

WORLD BOOK COMPANY

116 NEW MONTGOMERY ST., SAN FRANCISCO 5

C. S. JONES, *Pacific S.W. Manager*

SPELLING

A PRIORITY SUBJECT

Compiled by Frances C. Henking, English Teacher, Kearney High School, San Diego

SPELLING is an essential part of the school curriculum. It should be taught in all school subjects calling for written work.

Failures to spell words correctly often handicap further scholastic advancement in one's cultural expression, social life or business vocation. Accurate spelling contributes to feelings of satisfaction and competency.

Chief Reasons for Misspelled Words:

1. Teacher's lack of basic instruction to arouse interest in words and to encourage accuracy.

2. Student's lack of desire to spell correctly, and imperfect observation in the sound or form of the word to be spelled.

Two Types of Spellers:

1. Those who visualize the letters of a word in proper order so the mental photograph is correct. For these, spelling is easy.

2. Those who need to develop a photographic memory for the form of a word. For these, spelling is difficult.

Impressive Learning - Avenues for Becoming a Good Speller:

Techniques for successful mind-pictures. Teacher analyzes and discusses the formation of words. The student's chief sensory avenue is the visual.

1. Seeing the word — visual impression.
2. Hearing the word — auditory impression.
3. Speaking the word — vocal impression.
4. Understanding the word — meaning impression.
5. Recalling the word — memory impression.
6. Repeating the word — emphatic impression.
7. Using the word — activity impression, thus strengthening the correct response.

Successful Spelling Procedures:

1. Inventory or diagnostic test every other week, estimating the need.

2. Correcting misspelled words and absentee "make-up" every alternate week.

3. Methods:

a. Dictate 20 words.

b. Select 10 words from any dictation list, (Master Word List of State Text) for word-analysis discussion from blackboard as words,— February, grammar.

c. Pronounce words in class concert or individual response as,— perspiration, February.

d. Rewrite words into syllables by means of vertical lines or by hyphens as,— sep/a/ rate, Wed-nes-day.

e. Emphasize orally or underline the following "hard spots" or peculiarities of the word after having called attention to the entire word, focusing on;

1. Unusual characteristics as:

a. silent letters,— ofen, colum.

b. double letters,— occasion, committee.

2. Words within words as,— an them, curiosity, auto graph, scholar ship.

3. Confused words as,— custom, costume.

4. Solid words and two separate words as,— wherein, together, all right.

5. Compound words as,— good-by, self-discipline.

6. Possessives, contractions, abbreviations as,— Mary's; don't; Calif.

7. Homonyms, words sounding alike but spelled differently as,— to, two; ate, eight.

8. Spelled two ways as,— judgment; judgement; practice; practise.

9. Prefixes and suffixes as,— re place, happily.

10. Rules to be applied as,— ie-ei; finale; double the consonant.

11. Memory drill on unrepresented sounds as,— sure, antique.

12. Foreign words as,— datum, data; beau, beaux.

Further Devices for Spelling Skills:

Hear it, say it, learn it, write it.

1. Recall the words: Do not copy the word, but look away from the word, writing by recall. Then compare the word with the correct form for accurate recall, restudy, check, rewrite until the Recall technique insures word-mastery thru this practice.

2. Use the words in a sentence, only after certainty of its spelling, in order to impress and to fix the form idea as,
The trail led to camp.

The trial was held in the court-room.

3. Conquer the words, each troublesome one. Keep an individual list, recording individual weakness. Call it Troublemakers To Overcome. Why not call these words your home assignment? Why not choose a spelling partner and make your spelling lesson a game of competition?

4. Make a progress chart as a definite goal of accomplishment, picturing progress made by means of diagnostic and achievement tests.

Student may place a danger or stop signal for this record device, as a red flag or a red star by each misspelled word, a reminder to stop, look and recall; and then a go signal a green flag or green signal by each correct word to go ahead.

An all clear gold flag or gold star signal may be placed at top of each page for 100% mastery in each test.

5. Stimulate spelling progress by class competition in spelling matches, using two rivaling teams, called by class colors, (silver and gold teams). The two leaders are the best spellers. The better students will be rewarded and the weaker spellers, awakened; and everyone enriched thusly:

a. Students who spell down on first word take their seats, receiving a C grade.

b. Those who go down on second word are given a B grade.

c. A's are those who spell three words or more correctly.

d. Double A's are given to the honor group who spell the limit.

6. Compete in assembly program with another class or grade. Interclass competition brings increased interest, study and response. Use word-lists taken from social studies, science, music, art, shop, cooking, etc.

7. Listen to spelling programs over radio for additional stimuli.

Instruction Time:

1. Class work, average of one hour per week.

2. Home study, ten minutes per day.

3. Coaching class-group by student teacher supervised by regular teacher, 20 minutes one day (Friday).

Rewarding Results:

Results from daily attention to correct form, weekly directed study, monthly review for word mastery and quarterly competitive contests should be rewarding. Competent instruction and purposeful practice should spell pupil progress.

Actress

Mildred Guinn Wilson, Teacher,
Oakland City Schools

BABY Sister* was a little Negro girl in my first grade and a clever little actress too. I remember this incident.

Baby Sister was to have a birthday. Two weeks in advance we were told about it once a day—nay, twice a day, and just as often sang, "Happy birthday to you, Happy birthday to you, Happy birthday dear Baby Sister, Happy birthday to you." All the time black little Baby Sister would sit there smiling, showing two captivating dimples and a set of white, white teeth.

One day after we had sung the song for Baby Sister, Manuel showed me that he wished to paint a picture at the easel. Manuel was my one Mexican boy and was not able to speak a word of English, or so his aunt told

me when she brought him at the beginning of the term.

When Manuel painted his picture that day I had him bring it to the front to show the class. Then speaking to the class for Manuel I said, "See the nice boat Manuel has painted."

Suddenly, for the first time since he had come to school, Manuel spoke, which gave me a start such as Balaam must have gotten when his ass suddenly spoke.

In measured tones of perfect English he said, "That is not a boat. That is a birthday cake for Baby Sister."

With that Baby Sister ran forward and cried, "Oh, a birthday cake for me! That sho' nice."

And with all the graciousness of a grande dame she took her dark little forefinger for a knife and sliced a piece of cake for "Teachah," then one for Manuel who stood there smiling happily at the excitement his cake had caused.

By this time all were laughing and holding their hands for Baby Sister to fill with cake. Baby Sister ran

hither and thither giving away birthday cake to all members of the class. Like the proverbial loaves and fishes, this cake did not give out, and at the end of the party there it stood in all its pristine loveliness.

We kept it there on the easel to be admired and readmired until Baby Sister's birthday came and went.

And of course I should have recognized that it was a cake and not a boat. Weren't there 6 lovely green candles each tipped with a tiny scarlet flame at the end?

* * *

Words

Juanita Lutz, Teacher, Gardena High
School, Los Angeles County

LOVELY words I would say to you
If I could but express
All lilting rapture of ecstasy
All quiet of tenderness.

With wondrous gentleness they speak
All my singing soul would say—
Look in my eyes and see them
Before you turn away.

* That was her real name.

Informal Surroundings encourage reading



Homer Public Library, Homer, Michigan

The removal of an institutional air seems sufficient to encourage both children and adults to give books in a library the same friendly opportunity to become friends that is accorded those in the home. Individual tastes of librarians have given these installations names ranging from "book nooks" to "browsing corners".

Gaylord Bros. equipment is ideally adapted to this newest library trend. In the illustration at left, a settee, low drop-leaf table, and Windsor chairs capture the spirit of intimacy, yet retain the traditional Gaylord standards of lasting quality. Materials and man-power shortages have caused us several months' delay in filling furniture orders, but we stand ready, as always, to render assistance with any planning program you may consider.

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Originators and Builders of Better Library Furniture and Supplies

ADULT EDUCATION

IN THE POST-WAR PERIOD

*Robert Morrell Kehoe, Lt.-SG-USNR; On Military Leave as Instructor,
Commerce Adult High School, San Francisco*

IN this post-war period, demand for adult education in California will soon be of tremendous volume. The causative factors creating this demand are varied, but of prime importance is the fact that hundreds of thousands of our civilian and service population have become actively aware of the value of continued education by a most effective method, contact and successful results.

In the civilian field, clerical and professional men and women found during the war that by the process of standardized training, they were equipped to enter skilled occupations in war industries completely foreign to their previous experience.

Many who previously believed themselves so lacking in mechanical aptitude that they would not even undertake the changing of a tire on their personal automobiles now became competent welders and riveters.

Training of adult civilians, however, was not confined to the development of manual skills, and countless thousands undertook training in professional and clerical occupations to answer the critical needs of a nation at war.

Infused with the spirit of the cause, these trainees disregarded all preconceived suspicions and fears of foreign fields of endeavor, and entered the training program set out for them with determination to complete them. In the majority of cases, success rewarded their efforts.

Our California men and women in military service have also become aware of the successful results of scientific training and indoctrination. Boys who had not previously so much as pulled the trigger on an air rifle became expert infantrymen after a rigorous and well-developed period of instruction.

Young men whose previous sea experience was confined to ocean

fishing or surf-swimming became proficient in all phases of seamanship and naval warfare. Our girls in service attained a high degree of skill in many technical fields.

Early in 1942, I had an opportunity to observe the close relationship between progressive adult education and modern military training programs. At that time, I was granted military leave in order to report as a student at the Naval Supply Corps School at Harvard University. It was surprising to note that the naval school made use of many of the sound, basic techniques of adult education employed successfully under Dr. Charles J. Lamp's supervision at Commerce.

In conclusion, it is evident that hundreds of thousands of our adult population in California are now keenly aware of the inherent value of continued education throughout life in keeping pace with a rapidly changing world. This demand is a challenge to the leadership in the adult education field.

With a personal knowledge of the abilities and personalities of this leadership as a basis, it may safely be predicted that their answer to that challenge will bring adult education to a new level of importance and public service in this State.

* * *

CACE Biennial Meeting

CALIFORNIA Association for Childhood Education held its biennial delegate business meeting at the Ambassador Hotel, Los Angeles, November 24, 1945; Mrs. Sadye R. Lewis, president, conducted the meeting.

The theme of the meeting was Time for Others. As the officers and committee chairmen gave their reports, it was evident that they had given much time in service for others.

At noon, luncheon was served in the

West Gold Room. Mrs. Caryl Porter, mezzo-soprano, sang a group of folk-songs and led in community singing. Mrs. Lillian Gray of San Jose State Teachers College, the luncheon speaker, gave a very inspirational talk on minority groups in California.

The revision of the constitution and the election and installation of officers took place during the afternoon session. The new officers are:

President — Mrs. Gladys Chandler, Culver City.

Recording Secretary — Carrie Bowman, Stockton.

Corresponding Secretary — Mrs. Evelyn Lord Abbey, Beverly Hills.

Treasurer — Wanda Witherspoon, San Jose.

* * *

Naturalists Directory, containing names, addresses and special subjects of study of professional and amateur naturalists of North and South America, a list of scientific periodicals and natural history museums, is published by Herman E. Cassino, Salem, Massachusetts; price \$3.

* * *

New Winston Readers

JOHAN C. Winston Co., publishers, with California offices at 408 West Pico Boulevard, Los Angeles, publish the Easy Growth in Reading series. In the intermediate texts of this nationally known series, the most recently published book is Moving Ahead.

The series present a basic program to develop reading ability. Titles are: Grade 4, Today and Tomorrow; grade 5, Looking Forward; grade 6, Moving Ahead.

Concluding the intermediate reading program is the new, beautiful, modern Moving Ahead, a book replete with material of vital interest to all sixth graders. Stories, poems, factual material, illustrations — consistently appealing, all are based upon findings of wide research and classroom experiment.

This effective reader is organized on a well-balanced unit program of readiness, story, and skill development. Recognizing the necessity of skill development in the intermediate grades, Moving Ahead continues the development of reading abilities through use of appealing informational material, linked with both story and readiness sections.

Teachers manual and workbook for Moving Ahead are in preparation.

The Canadian Rockies

CLOSED since 1942 by the exigencies of war, summer hotels of the Canadian Pacific Railway from the Atlantic Coast to the Rockies will reopen next June, prepared to handle an all-time high in tourist traffic, it is announced by H. F. Mathews, General Manager of Hotels for the Canadian Pacific Railway.

Affected by the announcement are: Banff Springs Hotel, Chateau Lake Louise and Emerald Lake Chalet, all in the Rockies, where four Lodges, Lake O'Hara, Yoho Valley, Lake Wapta and Moraine Lake, also will reopen as well as the Algonquin Hotel and the Digby Pines in the Maritimes.

All-Expense Tours in the Canadian Rockies will also be in operation again next summer. Already an avalanche of inquiries is flooding the local office, according to a statement made by S. E. Corbin, General Agent for the Canadian Pacific in San Francisco.

* * *

Two Gregg Books

GREGG Publishing Company, with California offices in the Phelan Building, San Francisco 2, and home offices at 270 Madison Avenue, New York 16, have issued two noteworthy new books:

1. Essentials of American Business Law, by Rosenberg (384 pages, price \$1.40), is a relatively brief, nontechnical presentation of practical phases of business law closely tied up with everyday business and social affairs. Although the book is concise (ideally suited for a one-semester course or its equivalent), it covers a representative selection of topics in business law.

A full page of additional cases and problems for analysis and discussion concludes each chapter. An informative glossary of important legal terms, including definitions, is given.

2. Basic Transcription, with rules for punctuation and capitalization, by Ickes (320 pages, price \$1.32), provides instructors with an efficient plan for teaching systematically and concurrently all three major elements of transcription: shorthand, typewriting, and English essentials.

Each of the 90 daily lessons features business letters in shorthand and in type especially constructed by the author.

Systematically worked into the letters in accordance with common laws of learning are periodic repetitions of: (1) 65 English writing rules, (2) 600 high-frequency words that are difficult to spell, and (3) 160 groups of high-frequency homonyms and confused words.

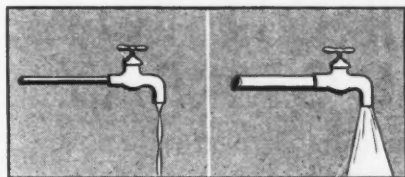
The writing rules are given in print for the student's special study and reference, as well as illustrated in the letters.

The A-B-C's of Adequate Home Wiring

THE EFFICIENT USE and full enjoyment of your home appliances and lighting equipment depend on adequate electrical wiring. You will realize this more than ever in the years to come, when you will use more and more electricity for heating, ventilating, air conditioning, illumination, meal preparation and food storage.

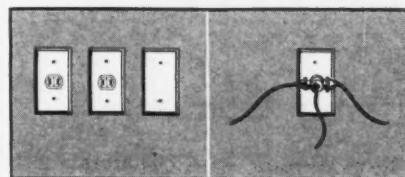
ADEQUATE WIRING, which will permit you to use electric service to any extent you wish, simply means:

A. Wire of sufficient size. Just as small pipes deliver only a thin stream of water, so wire that is too small will "choke off" the flow of power, reduce the efficiency of your electrical equipment,

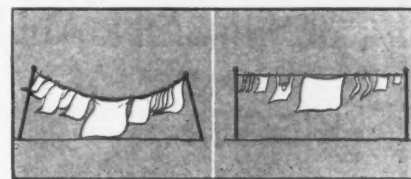


blow fuses and waste money. Wires should be of adequate size to supply all appliances that will be used during the entire life of the house.

B. An adequate number of conveniently placed outlets and switches. Plugging too many appliances into a single outlet results in inefficient operation, unsightly appearance and sometimes interruption in service due to overloading. Your postwar home should have an electrical outlet for every portable appliance and every portable lamp.



C. Enough circuits to distribute the electrical load properly. An overloaded circuit, like an overloaded clothesline, becomes over-burdened and inefficient. Overloading reduces lighting and cooking efficiency, makes motors run



slower and hotter, gives less service for your money. Split the load among an adequate number of circuits.

Adequate wiring costs so little . . . only about 4 per cent of the total building bill . . . and the difference in price between a first-class job and a poor one is very small.

Be prepared for greater electrical convenience in your home of the future. Plan your wiring for full, efficient operation of all needed appliances.

Electricity in Your Home Plans



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POLISHOOK-BEIGHEY-WHELAND

Elements of General Business
(Brief Course)

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KIDGER

Problems of American Democracy

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GEOGRAPHY FOR THE AIR AGE

INTRODUCTION TO GLOBAL GEOGRAPHY

By **BERNICE BAXTER and THAD STEVENS**

- Presents in easy, interesting fashion a background of information which will assist the junior high school student to understand new global concepts of geography and to apply them.
- Includes chapters on Learning the Language of Maps and Globes, Maps and Map Making, Projections, New Ideas of Distance and Direction.
- Provides outline maps for tracing and abundant exercises leading to an understanding and interpretation of modern maps.
- Ample visual aids—drawings, photographs, figures—further clarify and simplify concepts discussed.

List Price, \$1.92

Harr Wagner Publishing Company

San Francisco

California

Economic Education

Discussion Kits on Economic Topics Offer
See-and-Hear Resources for Com-
munity Groups

PIONEERING in a new field of popular economic education, New Tools for Learning announced recently a series of easy-to-use audio-visual discussion kits for community groups.

These kits, which feature a choice of film strips, lantern slides, pamphlets and recordings adaptable to any group, equipment or budget, deal with major economic questions in graphic presentations and everyday language.

New Tools for Learning is a non-profit, educational organization working in cooperation with University of Chicago Round Table, Public Affairs Committee, New York University Film Library and New York University Institute on Postwar Reconstruction, under joint sponsorship of Alfred P. Sloan Foundation.

The initial series of kits includes 5 timely subjects: Foreign Trade, Full Employment, Inflation, Technological Unemployment, and Sound Investment versus Idle Savings.

Available on a purchase or rental basis at minimum cost, the kits are planned to enable community groups of all sizes, from neighborhood "block" discussions to town-wide civic forums, to arrange provocative and informative programs with no expert present in person.

Each kit contains visual material—graphs, charts, pictures—to clarify the subject. Identical visual materials are available in 4 styles—film strip, 2x2 or 3¼x4 lantern slides, or individual pictorial pamphlets. Choice of visual material is according to the equipment, budget or preference of the group. Professionally-produced commentary on a phonograph record—easily regulated to provide for adequate discussion of each point—explains the visual material, poses questions for discussion, presents answers for evaluation. Each style of kit includes a discussion guide which repeats the commentary of the record, plus easy-to-follow directions on use of the audio-visual materials. If the leader prefers, he can present the commentary orally.

Address *New Tools for Learning*, 280 Madison Avenue, New York City 16.

* * *

Porterville Elementary Schools Teachers Manual, 1945, is an important and helpful mimeographed bulletin of 100 pages, full of practical information for the teachers. The superintendent is Emmett R. Berry. Many other California communities could well follow the admirable example set by the Porterville manual.

PLEASE SEND BOOKS

BOOK COLLECTION FOR THE PHILIPPINES

Lucile Wester, Librarian, Elmhurst Junior High School, Oakland

SCHOOL Library Association of California, under leadership of its State president, Elizabeth Patton, of Garfield Junior High School, Berkeley, has undertaken this year, as a State-wide project, the collection of books for the devastated libraries of the Philippine Islands.

These libraries were a vital part of the educational system, since the schools throughout the country depended on them for the greater part of their books.

The Japanese invasion brought almost complete destruction to the libraries, for it was the determined purpose of the invaders to root out and destroy every source of American influence and culture.

The National Library in Manila saved only 36,000 out of over 700,000 volumes. In Manila alone, more than two million books were burned; throughout the Islands it is estimated that six million dollars worth were lost.

Members of the School Library Association are most fortunate to have an opportunity to help these Island people replenish the stock of books which is such an important factor in spreading the ideals of brotherhood and friendship among nations.

California women, especially, feel a deep interest in the libraries of the Philippine Islands, since they were the first to send English books to the Philippines after the Spanish American War. Now that the need is even greater than in those early days, the people of California can be depended on to support this drive with enthusiasm.

Books are wanted for both the National Library in Manila, and for elementary and secondary school libraries throughout the Islands. Any well-bound book suitable for a school library from kindergarten through

college, will be welcomed, provided it is in good condition. Books should be new, or nearly new, for quality rather than quantity is desired.

Local committees of school librarians are working in almost every town to make this

collection a success. It is hoped that every school will organize a drive and will enlist the aid of art departments, English departments, student bodies, the PTA, and other clubs and organizations in the community.

Anyone who is interested in assisting this collection may receive further information about the plans by writing to Abbie H. Doughty, Librarian, Garfield High School, 5101 East Sixth Street, Los Angeles 22, or to Lucile Wester, 1515 Scenic Avenue, Berkeley 8.

"an important contribution to American education"

Julius E. Warren,
Massachusetts Commissioner of Education.

TEACHER IN AMERICA by Jacques Barzun

"It is not only the best of all the current books on the subject of 'education' but it is by all odds the best book on teaching I have ever read. . . It is humorous, human, intelligent and entirely civilized."—*Lewis Webster Jones, President, Bennington College.*

"A provocative account of what we are doing. . . He is not flattering, but also he is not discouraging. The book is human and helpful."—*John Erskine.*

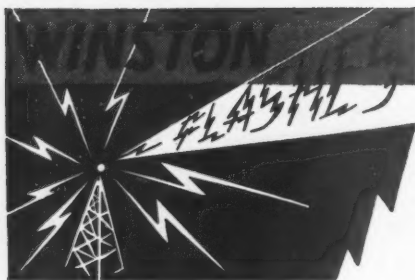
"... one of the few volumes on education by which no intelligent reader can be bored. As the notices in country newspapers used to say, educationists and even educators, 'who will communicate with' Mr. Barzun, 'will learn something to their advantage.' All they need to do is to read his book."—*Christian Gauss, New York Herald Tribune Book Review.*

An Atlantic Monthly Press Book - \$3.00

At all bookstores or direct from

LITTLE, BROWN AND COMPANY
34 BEACON STREET, BOSTON 6, MASS.

Caxton Printers, of Caldwell, Idaho, have issued an intriguing story of the adventures of the four Joy children at their Mile High Cabin in the mountains of Idaho (Mile High Cabin, by Ruth Gipson Plowhead). The adventures of these youngsters form a most interesting series of events which will be enjoyed by old and young readers. The book is delightfully illustrated and should find a place in the school libraries for upper grade boys and girls. Price, \$2.50.



1946: For each and everyone of you, each and every day—a Happy New Year of true peace and progress.

OVER 90,000,000 specially manufactured books were supplied by publishers during the war to the armed forces—an average of about 8 books for each person.

DYNAMIC and *functional* are the many visual aids in **ARITHMETIC WE USE** (Grades 2-9) by Brueckner, Grossnickle, Merton and Bedford.

"**PUBLISHERS** to the English-speaking World" is a **WINSTON** slogan validated by recent textbook shipments to Cuba, Egypt, England, Haiti, Honduras, Iran, Mexico, Newfoundland, Philippines, Puerto Rico, S. America, Tasmania.

SURVEY reveals that "The unmarried woman who makes \$2,000 a year spends more money on her clothes and upkeep than the wife of a man who makes \$10,000 a year."

SINCE release six years ago, sales of **EASY GROWTH IN READING** have about quadrupled the gross number of copies estimated for **THE NEW ENGLAND PRIMER** over a period of 150 years. Want to know more about the little primer that "taught millions to read and not one to sin"? Write **WINSTON Flashes**.

SKEPTICAL we are indeed, but the weather man is right 85% of the time.

MODERN LANGUAGE teachers all over the world recently celebrated the twenty-fifth anniversary of Dr. E. B. DeSautz's **CLEVELAND PLAN** for the Teaching of Romance Languages.

DANNY DICTION: Do you know him? He is accurate—he is modern—he is thorough. He will help your students to use **THE WINSTON DICTIONARY**, Advanced, College or Encyclopedic Editions by four *quiz booklets*, free upon your request. Write for copies to **WINSTON Flashes**.

JANUARY 17, 240 years ago—Benjamin Franklin, printer, inventor, philosopher, diplomat, patriot and *enthusiastic supporter of education*, was born. Franklin claimed "If a man empties his purse into his head, no one can take it from him."

The John C. Winston Co.
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TEN GOOD GUIDES

TEN LIFE-BUILDING GUIDES IN HUMAN RELATIONS

Daniel P. Eginton, Ph.D., Dale Carnegie Instructor, Armstrong College, Berkeley

YOU need not be an Einstein to know that the efforts which you make to get along with people even more smoothly, to influence others even more favorably, or to gain even more leadership will pay you in gilt-edge bonds. John D. Rockefeller, for instance, said, "I will pay more for the ability to handle people than for any other ability in the world."

General Dwight Eisenhower undoubtedly owes as much to his skill in human relations as to his skill in military operations.

But just how should socially-handicapped persons proceed to remove their barriers?

The answer is so easy that it is not appreciated by millions searching for help; it is simply to learn and to apply the rules governing the game of social intercourse . . . as you must abide by the rules in any other game.

From years of personal observation, hard study, and close association with adult groups trying to become more tactful, diplomatic, appreciative, influential, etc., I have found ten human-relations rules which work like magic when they are observed day by day . . . hour by hour . . . minute by minute . . . second by second.

In the belief that they will help in the realization of a more democratic world in this post-war period, they are given to all who are looking for keys to more social efficiency that will lead to promotions, happiness, rich living.

Go over these guides until they are so burned in your heart that they make a

difference that counts in your association with others.

1. Develop the habit of saying kind and encouraging things. Avoid any words that are liable to create friction.

2. Practice continuously the golden rule . . . be honorable.

3. Be understanding. Try to see situations through the eyes of another—the secret of success according to Henry Ford.

4. Help everybody whenever, wherever, and however you can.

5. "Be hearty in your approbation and lavish in your praise." Charles Schwab's advice.

6. Grant others the opportunities and advantages which you seek for yourself . . . abide by the rules of fair play.

7. Become genuinely interested in the problems, interests, and welfare of others. (Leads to warmth of personality.)

8. "Don't complain . . . don't criticize . . . don't condemn." Dale Carnegie's golden rule.

9. Look for traits and qualities which you can admire in others and profit from. Everyone is superior in some aspects.

10. Avoid the negative personality traits, such as arrogance, cynicism, destructive criticism, doubt, petty gossip, hate, jealousy, prejudices, rashness, suspicion.

School Health Policies

SUGGESTED School Health Policies, an important mimeographed report of 57 pages, is the outgrowth of a long series of deliberations, beginning with a survey by the joint committee on Health Problems in Education of National Education Association, in which opinions were sought from school administrators, doctors, nurses, teachers and parents on various school health policies and procedures.

Based in part on this study and on other data, American Academy of Pediatrics and the child hygiene section of American

Public Health Association produced a statement of Suggested School Health Policies which was widely accepted in principle by organizations of physicians, educators and public health workers.

This publication has had considerable distribution and has been accepted with little criticism and widely used in the shaping of school health policies.

The present document is a revision of the first edition, accomplished by a committee representative of every significant line of thought contributory to health problems in education.

California school administrators and workers in the field of school health may obtain a copy of this second edition, revised, by addressing Bureau of Health Education, 535 North Dearborn Street, Chicago 10.

CTA Honor Schools

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Southern Section

Imperial County: Brawley — Barbara Worth; Eucalyptus.

Los Angeles County: Artesia, Azusa City, Bloomfield, Bonita union high, Carmonita, El Monte elementary schools; Hawthorne — Fifth Street, Washington, Williams Street and York; Inglewood — Oak Street; Keppel union, Los Nietos, Monrovia elementary schools, Palos Verdes Estates; Pomona — Emerson junior high, Fremont junior high, Hamilton, Kauffman, Lincoln, San Antonio and Washington; Ranchito — North Ranchito and Pio Pico; Rosemead; San Gabriel — Washington; Soledad; South Pasadena — Administration, senior high and Lincoln; South Whittier, University elementary.

Orange County: Buena Park — Grand Avenue; Costa Mesa, County Superintendent's Office, Huntington Beach union high; Katella, Laguna Beach junior-senior high, Magnolia No. 1, Newport Harbor union high, Olive, Orange union high, Orange-thorpe, San Clemente, San Joaquin, San Juan, Serra, Tustin elementary.

Riverside County: Alamos, Alberhill, Antelope; Banning — Union high and elementary; Beaumont elementary; Corona — Union high, Norco and Washington; Desert, Palm Springs — Cahuilla, Cathedral and Coffman junior high; Desert Center, Edom, Hyatt, Idyllwild; Indio — Roosevelt; Lakeview, Menifee, Moreno, Nuevo; Riverside City — Central junior high, University Heights junior high, Grant, Independiente, Irving, Longfellow and Lowell; Romoland, Temecula union, Thermal, Val Verde, West Riverside, Wildomar, Winchester.

San Bernardino County: Barstow — Union high and elementary; Bloomington, Camp Baldy; Chino — all schools; Colton — Garfield; Del Rosa, Greenleaf, Guasti, Mill, Rialto; San Bernardino City — Highland junior high, Rialto junior high, Arrowhead, Metcalf, Monterey, Mount Vernon, Ramona and Roosevelt; San Salvador, Trona high, Victor Valley union high, Wrightwood.

San Diego County: Anahuac, Bonsall, Borego, Chula Vista junior high, Clover Flat; Coronado — Glorietta and Grammar; Del Mar; Escondido — Lincoln; Lakeside, La Mesa-Spring Valley, Lemon Grove, Mesa Grande, Oceanside-Carlsbad union high, Otay, Rancho Santa Fe, San Dieguito union high, Santa Ysabel, Soledad, Southwest junior high, Spencer Valley, West Fallbrook.

Santa Barbara County: Garey, Guadalupe, Hope; Lompoc — Union high and

Three Reasons Why Learning ESSENTIAL ENGLISH

by FERRIS - KEENER - GIDDINGS

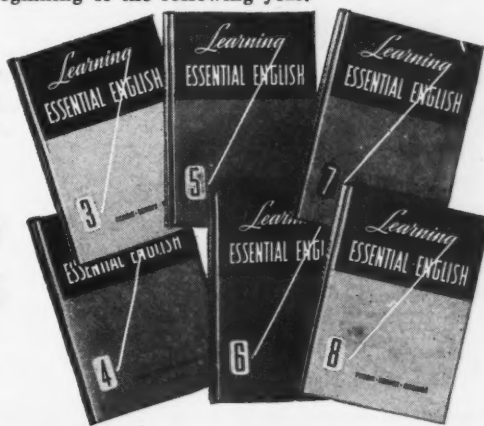
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elementary; Los Alamos, Maple; Santa Maria — Cook, El Camino, Fairlawn and Miller; Summerland, Tepusquet.

Ventura County: Avenue, Conejo, Fillmore, Mill, Montalvo, Moorpark, Olive-lands; Oxnard — Roosevelt, San Miguel and Wilson; San Antonio; Santa Paula — Mc-Kevett and Ventura Street; Saticoy.

Bay Section

Sonoma County — Santa Rosa City Schools are enrolled 100%; Lloyd K. Wood is City Superintendent.

We have the following City School Districts listed as being 100% for 1946: Alameda City; Piedmont — for the 26th consecutive year; San Jose; Santa Rosa. Of the smaller districts, Turlock in Stanislaus County has 100% membership. — E. G. Gridley, Dec. 17.

Northern Section

Glenn County — All the rural elementary schools are 100%. Bayliss, Butte City, Calumet, Chrome, Codora, Elk Creek union, Fairview, Fruto, German, Glenn, Hamilton union, Kanawha, Lake, Liberty, McIntosh, Ord, Plaza, Union, Hamilton union high.

Glenn County — Orland joint union elementary.

Tehama County — Corning union high.

Placer County — Ackerman, Alpha, Alta, Alta Vista, Applegate, Auburn union, Blue Canyon, Central, Christian Valley, Clipper Gap, Colfax, Donner Trail joint, Dutch Flat, Gold Hill, Gold Run, Iowa Hill, Lincoln union, Lone Star, Meadow Vista,

Newcastle, New England Mills, Ophir, Penryn, Riverdale, Sharidan, Spring Garden, Todds Valley, Valley View.

Nevada County — Bear River, Birchville, Blue Tent, Chicago Park, Clear Creek, Forest Springs, Grass Valley, Indian Springs, Kentucky Flat, Lime Kiln, Nevada City, North San Juan, Pleasant Valley, Rough and Ready, Truckee, Union Hill, Wolf; Grass Valley high, Meadow Lake high.

The Grass Valley High School, Nevada County (William M. Wilson, principal), is 100%. Nevada County is nearly 100%. Walter A. Carlson is County Superintendent.

Lassen County — Lassen union high school and junior college.

Shasta County — Cedar Creek; Magnolia Street School — Redding, Little Pine School — Redding; Fall River union high.

Yolo County — Beamer, Davis, Winters, Clarksburg, Monument, Grafton, Laugenour, Pleasant Prairie, Union, Reed Mine, Willow Oak, Cottonwood, Clover, Madison, Fairfield, Spring Lake, Mt. Pleasant, Rumsey, Guinda, Capay union, Willow Slough, Buckeye, Bryte, Washington, West Acres, Canon. Davis union high. Clarksburg union high.

* * *

Surplus Property

THE Governor of California, the Legislature, and the State Superintendent of Public Instruction have received an official memorandum from John W. Studebaker, U. S. Commissioner of Education, request-

ing speedy establishment of a State Educational Agency for Surplus Property. Dr. Studebaker states:

"This State agency, to be known as the State Educational Agency for Surplus Property, will be indispensable in maintaining sound Federal-State relations and essential in the expeditious and equitable distribution of surplus property to educational institutions at price discounts conditioned on effective utilization for public benefit, in accordance with the intent of the Surplus Property Act of 1944."

* * *

Elementary Education

BERNICE BAXTER, administrative assistant, Oakland public schools, and Anne M. Bradley, formerly in charge of directed teaching, Peralta School, Oakland, are co-authors of *An Overview of Elementary Education*, a praiseworthy illustrated book of 136 pages, published by D. C. Heath and Company, 182 Second Street, San Francisco 5; price \$1.25.

Prospective and experienced teachers will find this book a succinct treatment of essentials.

It is a clear summary of (1) the principles of underlying good classroom organization regarded from the child-development point-of-view, and (2) the workaday basis for selecting experiences and content in the elementary subject fields.

With their background of successful teaching and administration the authors have been able to sift through the wealth of modern thinking to the vital core of accepted fundamentals.

* * *

J. Chandler Henderson, music teacher in Reedley City Schools, and past president California-Western School Music Conference, Central District, is editor of the excellent *Central District News-Letter*, now in its 11th volume. District officers are:

Donald Brooks of Sanger — President.
Oscar Riehle of Coalinga — 1st Vice-President.
Jack Richey of Caruthers — 2nd Vice-President.
Helen Johnson of Fresno — Secretary and Treasurer.
Joseph Edwards of Fresno — Director of Fresno County.
Kathrine James of Bakersfield — Director of Kern County.

The officers serve for two years and the directors for three years. Holdover members of the board are Dick Lewis of Merced, Lela Smades of Madera, Arthur Henson of Hanford, and John Wing of Visalia.

It was voted to hold the 1946 Music Festival at Reedley High School in April. — Arthur C. Nord, Selma Union High School.

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June 12-July 19

Second Term
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Two excursions are scheduled for each Term. On one trip the student will see historic Virginia City, the state museum at Carson City, and romantic Bower's Mansion; the other, a round-the-lake trip, will give the student the pleasure of seeing many of the famous views of Lake Tahoe.

For further information write the Director of Summer Sessions, University of Nevada, Reno, for summer session bulletins.

School Librarians

SECOND luncheon meeting of the School Library Association of California, Northern Section, is to be held in Berkeley on Saturday, February 16, at 12:30 at College Women's Club. Reservations, at \$1.50, may be made with Mrs. Maurine Hardin, Librarian, University High School, Oakland, before Feb. 11.

The speaker will be Joseph Pratt Harris, professor of political science, University of California. He has returned to the campus from his tour of duty as a Colonel during World War II. He also served as director of personnel and training of United Nations Relief and Rehabilitation Administration in Europe. —Marie Delmas, Chairman, Publicity Committee.

English Teaching Center

YOU might be interested to announce the opening of our second season of the English Teaching Center, at Los Angeles Public Library lecture-room, at 10:30 a.m., as follows:

Dates	Leaders
1. Jan. 12	Peter deLima, distinguished radio-essayist.
2. Jan. 19	Dr. Frank C. Baxter, Professor of English Language and Literature, USC.
3. Jan. 26	Ione Swan, Editor, Los Angeles School Journal, on "The Last Gee Whiz."

You gave us a fine spread last February 1945 issue on page 33. Any notice you may care to give us will be deeply appreciated. Yours for better English teachers and teaching.

Sincerely yours,

L. W. Crandall

Coordinator Secondary Training,
University of California,
Los Angeles

Concerning President Truman's proposal for a national health program, the NEA Research Division states that no action is expected in Congress on this matter until after January tax revenue legislation is completed in 1946.

Mathematics Examination

IN order to give an outstanding student a special opportunity to begin his college education, Stanford University will hold a competitive 3-hour examination on the afternoon of Saturday, April 6, 1946, beginning at 2 o'clock.

It is the intention to grant one one-year scholarship of \$500, although the right is reserved not to grant any if the achievement of no candidate meets the standard deemed

proper for this scholarship. The examination will be confined to mathematics, although the recipient will be completely free in the choice of his major subject when he enrolls at Stanford University.

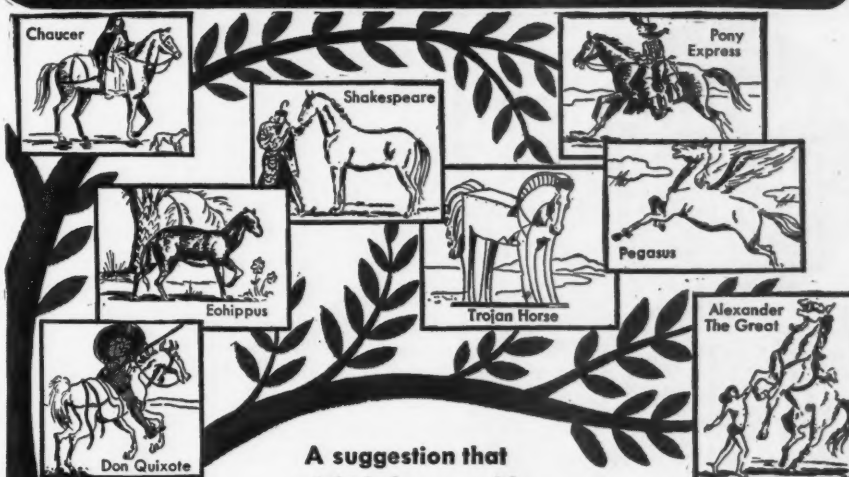
The examination will cover topics in plane and solid geometry, algebra, and trigonometry. The questions, however, will not be routine, but will be designed to test the candidates mathematical ability and understanding. Papers will be graded by members of the department of mathematics of Stanford University, and the decision of the department will be final.

The examination will be given at the high schools previously announced by mail and also at the following schools, with the person indicated in charge:

Madera Union High School — Grace A. Fuller.
Monterey Union High School, School Library — Gertrude E. Rendtorff.
Ontario: Chaffey Union High School — George B. Beardwood.
Paso Robles High School — Martha McPeak.
Portola Junior-Senior High School — Stephen Vugrenes.
Santa Monica High School — Robert C. Crawford.

New Horizons in Teaching

Suggestions we hope you will find interesting and helpful



A suggestion that might help you with your problem of getting your class to enjoy books

Based on belief, alert youngsters can become interested in any subject they know something about, you might plan a program of *Reading All Round* a popular subject such as Horses. Working toward this, you might confer with your Librarian about books needed or choose them for yourself.

Then ask the class to read round the subject in preparation for a radio-style quiz program in which all would take part. The questions could be based on the following hints, varied of course according to reading needs and your own original ideas.

1. Name and describe the favorite mounts of Richard I, Buffalo Bill, Robert E. Lee, Sitting Bull, Lone Ranger and Alexander the Great.
2. In what works of fiction do the following appear: Rozinante, Babieca, Velvet, Smoky, Bobcat, Mancha and Gato, the Magic Horse?
3. What characteristics distinguish the following: Pegasus, Sleipner, the Trojan Horse, Iron Horse, Crazy Horse and Man-O-War?

These questions should direct a fairly broad search through the pages of literature, mythology, biography and contemporary stories.

This suggestion made by Miss Bethany C. Swearingen, Assistant Librarian, Public Library, Jackson, Mississippi.

We hope the above is helpful to you just as chewing Gum helps millions of people daily. A benefit that might especially appeal to you as a teacher, is that chewing seems to aid concentration and to keep the mind awake... a welcome aid after a hard day at school, when you are home and want to read or mark papers, etc.



Wrigley's Spearmint—is not available. We only wish there were a bigger supply of all Chewing Gum to help you out so that more people could get the benefits from the chewing. For, keep in mind, it is the chewing that does you the good not the brand.

In Memoriam

California School People Recently Deceased

James Ronald McKillop

News of the passing of J. R. McKillop on May 1, 1945, came as a shock to his many friends. Well-known for many years in California school circles, Mr. McKillop had been superintendent of Monterey High School for the past 14 years. Over 40 years devoted to education were spent in Idaho, the Philippine Islands, Oregon, Nevada and California.

Mr. McKillop was for 12 years a mem-

ber of and for 4 years chairman of the State Affiliations Committee. He served for two consecutive terms as president of California Secondary Principals Association. He was a corporate life-member of California Society of Secondary Education and a member of its board of directors. He was a member of Phi Delta Kappa.

An idealism which never slackened, an unflinching personal integrity, and a love for his profession and the youth it serves, were characteristics which leave an ineffaceable impression on the teachers and students with whom he worked.—Keith McKillop, Salinas.

Editor's Note—Publication of this important obituary statement has been unavoidably delayed, owing to the fact that the loss of the original copy in transit, was only recently discovered.

* * *

We are sorry to report the death of Esther Lucille Brown, a Santa Monica classroom teacher, on October 6. She came here in 1929 and taught 16 years in the Santa Monica school system. Before coming to California, she taught in Massachusetts and Iowa.—Mabel L. Gantt, Fellowship Committee Chairman, Santa Monica Teachers Club.

* * *

La Mesa-Spring Valley

OFFICE of San Diego County Superintendent of Schools (Dr. John S. Carroll) has issued education monograph No. 5, survey series 1, an illustrated bulletin of 155 pages entitled La Mesa-Spring Valley School District Survey, by Dr. John A. Hockett, University of California at Los Angeles.

Permission of La Mesa Board of Trustees was given for the reproduction of this survey in sufficient copies to place it in the hands of those interested in the organization of more effective units of school administration in the California system of education, particularly within San Diego County.

Dr. Carroll states:

As the Reorganization Commission on School Districts in California begins its State-wide study, it would seem that, by having a study of this kind at hand for reference use, as well as locally developed data in regard to specific school districts, this would place San Diego County in a favorable position in terms of being able to furnish basic information to survey groups for their reference use, as well as to have such basic information for use by the governing boards, other interested educators, and lay citizens who support the general welfare of our public schools.

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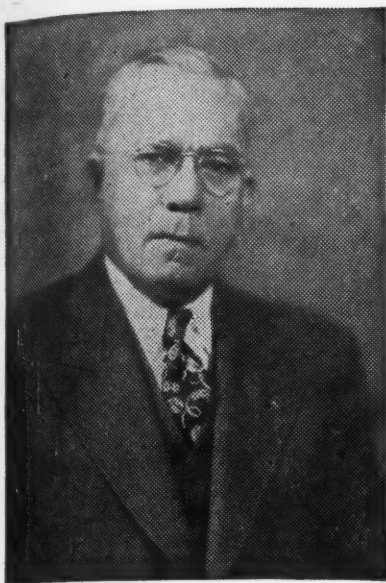
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Charles F. Kindt, Jr., President of THE JOHN C. WINSTON COMPANY, has announced the appointment of Loyd F. Gehres as General Manager of the Educational Department.

A graduate of Ohio State University, Mr. Gehres was high school principal, textbook salesman, and newspaper editor before entering World War I in which he served as G4S 2nd Army, AEF. Immediately upon his return from France, Mr. Gehres joined John C. Winston, founder of the Company, in a Kentucky State adoption campaign, after which he took over WINSTON interests in Ohio. In 1931 he became Manager of the High School and College Department of the WINSTON Company in which capacity he served until he was made head of the Textbook Department.

Parke H. Lutz, now on terminal leave from the U. S. Navy, becomes Director of Educational sales under Mr. Gehres.

* * *

Crakes of DeVry

C. R. Crakes, educational consultant, DeVry Corporation, is available to speak before educational associations and groups. His most popular topics have been The Future of the Audio-Visual Movement in American Education, Some Educational Benefits Derived From the War, and Selections and Evaluation of Audio-Visual Materials. His addresses are given without charge to educational groups. For details write to him at 1111 Armitage Avenue, Chicago 14, Illinois. DeVry Corporation are manufacturers of the largest and most complete line of motion picture-sound equipment in the world, with offices in Chicago, New York, and Hollywood.

Caxton Printers, of Caldwell, Idaho, are the publishers of Kickapoo Indian Trails, by Louise Green Hoad, an interesting presentation of Indian life and customs. Mrs. Hoad has spent practically all of her life in the mid-west and has had opportunity of studying the legends of the American Indians. She has given a most interesting account of the original settlers of our country. The stories are well told and should be of considerable value in the teaching of early American life. Price, \$2.50.

* * *

Long Beach Items

Lt. John French, U. S. Army, son of former Superintendent of Schools Will French, has accepted a position of counselor for the schools veterans service. Lt. French has served in the Army Psychological Unit for 3 years.

Superintendent of Schools Kenneth E. Oberholtzer, who had been on a military leave of absence, returned to head the Long Beach schools on Jan. 1.

He is a former lieutenant colonel in the Army Education Services, serving 3½ years, several months of the time overseas. Douglas A. Newcomb, who has been acting superintendent of schools, will continue in his post as deputy superintendent, which he held previously. Long Beach teachers feel that Mr. Newcomb has done a wonderful job.

A recent marriage of interest is that of Arthur A. Knoll and Beulah Thomas, united at Riverside Mission Inn.

Mrs. Knoll had been employed for the past 3 years as dietitian and director of cafeterias of the Long Beach schools. Mr. Knoll has been with the Board of Education for 21 years. He is a Rotarian, a past-president of California Association of Public School Business Officials, and has made contributions to technical magazines on matters of school administration.

Tentative plans have been made for the opening of William Logan Stephens Junior High School on March 1, 1946.

Dr. A. Elwood Edams, principal, who heads a faculty of 35, anticipates an enrollment of 900 students.

The new school is located on a 16-acre site. Four buildings will be ready for immediate use: administration, art, science, and auditorium. The fifth building, the new gymnasium, will be completed by the fall term, 1946.

Long Beach is to have a school named for Charles Evans Hughes, retired Chief Justice of the United States, the man who was almost elected President in 1916.

He will be the 35th famous person, 33 of them Americans, memorialized in Long Beach schools. Plans are now under way for the Charles Evans Hughes Junior High School. Mr. Newcomb has on the wall of his office a framed letter from the former Chief Justice expressing pleasure in the honor bestowed.

— From Long Beach Teachers Journal.

Change of Address

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Harr Wagner

50th Anniversary

MISS Morris Wagner, who is the talented daughter of the late Harr Wagner and succeeded him as head of Harr Wagner Publishing Company and as editor of Western Journal of Education, merits heartiest congratulations upon the November 1945 issue of that magazine, commemorating the 50th anniversary of its founding.

Established in June 1895 under its present title, the magazine is really 93 years of age, the oldest magazine in California in continuous publication, from its genesis in 1852 under the original title of The Golden Era. That was a weekly family newspaper "devoted to literature, agriculture, the mining interest, local and foreign news, commerce, education, morals, and amusements."

Harr Wagner, a great and good man, in 1890 became San Diego County Superintendent of Schools. He shifted the literary emphasis of The Golden Era to an educa-

tional one and in 1895 changed the name to Western Journal of Education. In 1916 he organized the publishing company which has borne his name with honor for so many years.

Harr Wagner became nationally and internationally recognized as a talented leader in education as well as a literary savant. His able and courageous daughter has held high the torch she received from her distinguished father's hand.

Her host of friends throughout the Pacific Coast and the nation join in all good wishes for continued success to this venerable journal.

Western Express

Review by Roy W. Cloud

THE vehicles used by the Argonauts who came to California during the Gold Rush period and the decade that followed are interestingly portrayed and discussed by a new book, issued by Stanford University Press, entitled "Via Western Express and Stagecoach, by Oscar Osburn Winther.

The story is told in such a manner that the reader is carried back to one of the most interesting phases of our State's history. The famous Concord Stage and its construction are explained. Bus lines, fares and schedules are described in such a way that they give a vivid picture of the doubtful pleasure of travel over the unpaved highways of the Golden State.

Interesting characters and famous places of California are portrayed. Mr. Winther has made a real contribution to the expanding history of the West. The illustrations are well chosen and numerous. The press work is excellent. Price, \$3.

Harvest Nomads, an illustrated brochure issued by U. S. Department of Labor, Division of Labor Standards, is of particular interest to California school-people because of the large migrant-labor problem in connection with California's diversified agriculture. For sale by Superintendent of Documents, Government Printing Office, Washington, D. C.; price 10 cents.

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Paper Shortage

THE national shortage of paper will continue for many months. Waste-paper drives are still being held in many communities. Magazines are still on reduced quotas.

We are obliged, therefore, to begin sending the magazine, in each instance, with the month in which the membership or subscription is received, and without back copies.

What Every Teacher Should Know About The Physical Condition of Her Pupils is pamphlet 68 (revised 1945), 24 pages, by Dr. James Frederick Rogers, issued by U.S. Office of Education; for sale by the Superintendent of Documents, U.S. Government Printing Office, Washington 25, DC; price 10c.

This publication is intended primarily as a help for the teacher untutored in the art of protecting and promoting the physical welfare of the children in her charge.

* * *

Psychology in Education

LONGMANS, Green and Company, 55 Fifth Avenue, New York City, have issued Psychology In Education, a volume of 670 pages, addressed to senior-college and graduate students and teachers; price \$4.

It provides a psychological treatment of practical problems in education and a systematic exposition of psychological data basic to education. Broadly speaking, it treats the educative process. Throughout, it is concerned with the practical. It also gives mature consideration, supplemented by experimental investigations and historical background, to various psychological phenomena that are basic to critical reflections about educational problems.

Longmans has issued numerous other widely-used college texts in the field of psychology.

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COMING

January 1, 1946 — New Years Day.

January 7 — Special Session of California State Legislature begins. Sacramento.

January 19 — CTA Bay Section Council; regular meeting. Sir Francis Drake Hotel, San Francisco.

January 19 — Pi Lambda Theta; joint meeting with Supervisors Association. Hotel Claremont, Berkeley.

February 6 — Social Hygiene Day; national observance.

February 10 — Negro History Week; national observance. Carter G. Woodson, director, 1538 Ninth Street NW, Washington 1, DC.

February 12 — Abraham Lincoln's Birthday.

February 15 — Susan B. Anthony's Birthday.

February 16 — School Library Association of California, Northern Section; 2nd luncheon meeting. College Womens Club, Berkeley.

February 17-24 — Brotherhood Week; 13th annual observance; auspices National Conference of Christians and Jews.

February 20-22 — American Association of School Administrators. The first of 4 regional meetings, Kansas City; no headquarters hotel; registration and general sessions at the Municipal Auditorium.

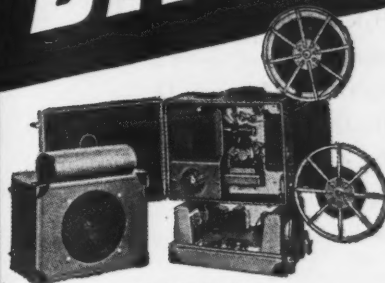
The other 3 regional conferences are: February 25-27, Atlanta; March 4-7, New York City; March 12-14, Chicago.

Continued on Page 48

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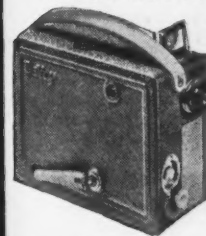
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February 22 — George Washington's Birthday.

February 24-27 — Annual Conference of Direction and Improvement of Instruction and on Child Welfare; auspices State Department of Education. Santa Cruz.

March 6 — First day candidates can file their official declarations for State and county offices.

March 7-14 — California Conservation Week; 12th annual observance. Pearl Chase, Santa Barbara, State Chairman.

March 9 — CTA Southern Section Council; regular meeting. Southern Section Headquarters, Los Angeles.

March 21-23 — NEA Department of Supervision and Curriculum Development; annual spring meeting. Statler Hotel, St. Louis.

March 26 — Final day for filing declarations of candidacy.

April 8-13 — California Public Schools Week; Statewide observance. Charles Albert Adams, State Chairman.

April 9-13 — American Association for Health, Physical Education and Recreation; annual convention. Hotel Jefferson, St. Louis.

April 12, 13 — California Teachers Association Annual Meeting; meetings of State Committees; meetings of present and new Board of Directors; meeting of Cali-

fornia Council of Education. Palace Hotel, San Francisco.

April 14 — Pan-American Day; national observance.

April 15-17 — Annual Conference of Secondary School Principals; auspices State Department of Education.

April 21 — Easter Sunday.

April 21 — John Muir's Birthday.

April 23 — Edwin Markham's Birthday.

April 27 — Sacramento Valley Music Festival Association; first festival since 1942. Chico.

Justice of the Peace S. P. Robbins was again reelected as president of the association.

May 4 — School Library Association of California, Northern Section; luncheon meeting. College Women's Club, Berkeley.

May 11 — CTA Southern Section Council; regular meeting. Southern Section Headquarters, Los Angeles.

May 30 — Memorial Day.

June 4 — Primary Election.

June 8 — Last day for filing initiative petitions for 1946 ballot measures with county clerks.

June 14 — Flag Day; national observance.

June 28 — Final day for filing initiative petitions with Secretary of State.

November 5 — General Election.

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96. The Waterwheel Generator Chart is an 8-color wall chart showing the cut-away view of the waterwheel generator. Recommended for vocational training and physics classes. Size 25 inches by 36 inches. Price \$2. Westinghouse.

97. Dictionary Games and Exercises is offered to English teachers in elementary and junior high schools. Helpful in teaching the use of the dictionary. G. & C. Merriam Company.

98. The Story of New England's Traditional Baked Beans is a beautiful booklet, especially helpful to the 4th through 7th grade social science classes. Copies available for each member of class. Burnham & Morrill Company.

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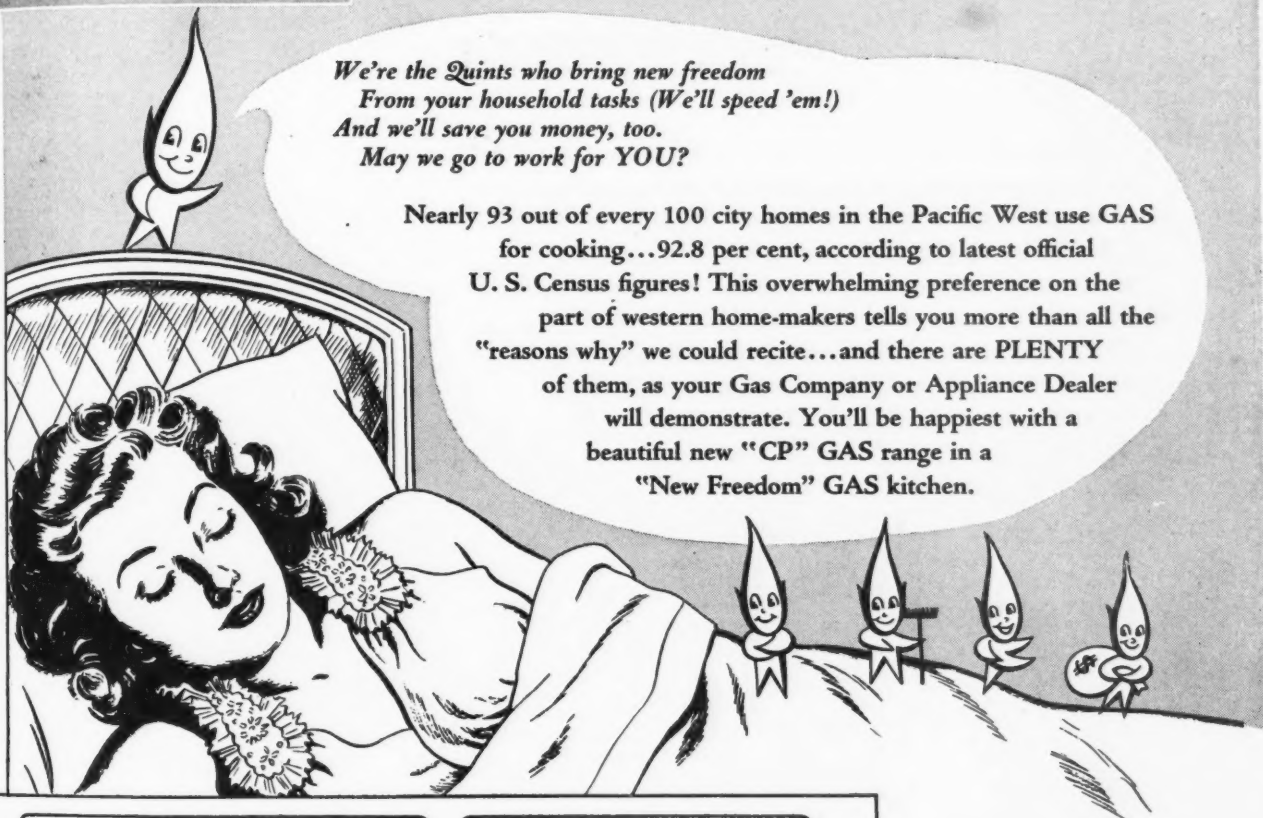
Oh! dear, I can't decide what to do about the range in our new kitchen.

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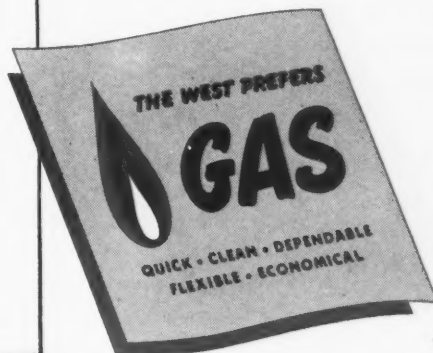
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